

Evidence of Teaching Effectiveness

Wendy Wiegmann

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Summary of Student Course Evaluations

Course	Course Quality	Teaching Effectiveness	Role	Students
<i>SW 20: Confronting America's Social Problems</i> (Summer 2014)	6.22/7	6.43/7	Instructor (Self-designed Course)	26 Students; Undergraduates from a variety of majors and years; Included substantial population of international students.
<i>SW 282B: Social Welfare Research</i> (Spring 2013)	N/A	6.52/7	Graduate Student Instructor (Teaching Assistant)	25 students; Second-year MSWs from all concentrations with varying levels of experience with research.
<i>SW 282A: Social Welfare Research</i> (Fall 2012)	N/A	5.73/7	Graduate Student Instructor (Teaching Assistant)	26 students; Second-year MSWs from all concentrations with varying levels of experience with research.

Excerpts from Student Course Evaluations

Below are selected quotes from student evaluations and correspondence that demonstrate my teaching skills across a range of dimensions. I am especially proud that I was able to help a number of students who were previously anxious about research methods embrace and even enjoy that aspect of social welfare learning.

Scholarly Knowledge and Command of the Subject Matter:

“She is knowledgeable of topics – able to give insight/clarity when needed.” (SW 20: Social Problems)

“Wendy is an awesome GSI. She is passionate on the subject & brings in a lot of good ideas from both her personal & academic experience. She is articulate and clear. She is available for consultation. I greatly enjoy having her as a GSI and she will make a great professor.” (SW 282A: Research)

“Strong knowledge of subject and very good at explaining complete subjects to people with only a basic level of knowledge.” (SW 282B: Research)

“Wendy was a very able discussion leader & was also very available for questions. Her lectures were easy to follow & understand.” (SW 282B: Research)

Relevance of Course Content:

“The readings were very helpful in understanding the social problems even better.” (SW 20: Social Problems)

“I think this was a great course that had strong relevant topics.” (SW 20: Social Problems)

“The course is really good. I like the discussion parts and activities in classes. I am also interested in reading materials, they provide me views from different perspectives.” (SW 20: Social Problems)

Responsiveness to Questions and Comments from Students:

“Thank you for being open and attempting to get students to be open as well. I enjoyed the class.” (SW 20: Social Problems)

“Open to everybody’s opinions even if she disagrees with them.” (SW 20: Social Problems)

“Wendy is a very good lecturer. Her classes are interesting and she is always open to feedback.” (SW 20: Social Problems)

Student Learning and Engagement:

“Invokes critical thinking” (SW 20: Social Problems)

“Challenged us.” (SW 20: Social Problems)

“Wendy is available and willing to provide help & feedback to students. She is flexible & appears to care about her students & their research projects. She is clear, able to shed light onto the relevance & importance to research. She is instructive and makes the statistical tests easy to understand. I so greatly appreciate all of her help. I would have been lost w/o her. Thank you!” (SW 282B: Research)

“Passionate about helping students.” (SW 282B: Research)

“Wendy has been a great asset to the class! She encouraged discussions & critical thinking. She was incredibly helpful & informative when running stats.” (SW 282B: Research)

“I really appreciated how interested you were in all of us and making sure we were on track. Thank you so much. I thought it was helpful how you were able to simplify things for us.” (SW 282B: Research)

Accessibility:

“Welcoming class atmosphere.” (SW 20: Social Problems)

“Wendy is extremely helpful, knowledgeable and accessible for talking through assignments and brain storming.” (SW 282A: Research)

“Wendy was really wonderful in taking her time with me. She saw that I was anxious about some of the material and committed to take as much time as I needed until I understood where I was going. I am really grateful to her.” (SW 282B: Research)

“Wendy was very helpful outside of class – really helped to have her walk you through concepts and how to approach the research. Very patient and easy to understand.” (SW 282B: Research)

“Wendy is an extremely effective, knowledgeable, and patient instructor. The time she spent with me during class and in office hours were invaluable. She always made herself available to help and her explanations of concepts were clear and accurate. She is a wonderful GSI!” (SW 282B: Research)

Interest and Enthusiasm:

“Makes lectures interesting!” (SW 20: Social Problems)

“Always enthusiastic, makes students interested in the material she is teaching.” (SW 20: Social Problems)

“So enthusiastic about research that it sometimes got me excited about it too!” (SW 282B: Research)

Other:

“Your class was my favorite!” (SW 282A: Research)

“The W in Wendy stands for wonderful! I feel very lucky to have her as a GSI. She teaches in jargon I understand, she is always available, and goes above & beyond when it comes to explaining how to do things. She will be a great professor one day.” (SW 282B: Research)

“Wendy was so instrumental in assisting me w/ my research. She had patience w/ me during my many slow moments & helped me when I was stuck! I am so thankful.” (SW 282B: Research)

“Wendy saved me. I am an old, Powerpoint + Excel virgin, returning, non-traditional student who was at risk of dropping the program, until a conversation/intervention with Wendy changed it all and gave me the confidence to carry on. I had been so stressed, I hadn’t realized how much I had already completed last semester (also with Wendy’s critical support). Thank you for helping me believe I could do it!” (SW 282B: Research)

Example of In-Class Activity

SW 20 “Confronting America’s Social Problems” Activity - Intersectionality Exercise

Instructor notes:

- Every individual is influenced and impacted by the multiple dimensions of their diversity. Any approach that only takes one or two dimensions into consideration is likely to miss other aspects of a person’s life that influences their experiences in the world.
- The purpose of the exercise is to help students recognize how various social categories and identities can have an impact on individual lives and also that the way these identities intersect with one another can often compound their effects.
- The purpose is not to judge or blame anyone for having more privilege or receiving more help in achieving their goals, but to provide an opportunity to identify the obstacles and benefits experienced across a range of human experiences.

Process:

1. Ask participants to form a straight line across the middle of the room, all facing one way and leaving equal space in front and behind them.
2. Hand out an ‘identity’ card to each participant and ask that they not reveal the nature of their newly ascribed identity.
3. Explain to participants that you are about to read out a list of statements, and that each participant will be required to respond to the statement on the basis of the identity they have.
4. Explain to participants that the details of their identity are brief, and that they may decide for themselves any other additional aspects of their identity.
5. Ask participants to take one step forward if they can answer in the affirmative to the statement or backward if they can answer in the negative. If they cannot step either way or are undecided, then they should remain still. Each step should be an average length step.
6. At the conclusion of the activity, it will be obvious to all participants that some are considerably further ahead in the room than others.

Statements to be read out by Instructor:

- I can negotiate safe sex with my partner
- I can get a loan when I need extra money
- I can read and write
- I can, if I wish, arrange to be in the company of people of my race most of the time.

- I can refuse a proposition of sex for money, housing or other resources
- I don't have to worry about where my next meal will come from
- I can leave my partner if he or she threatens my safety
- I can go shopping alone, fairly well assured that I will not be followed or harassed by store personnel
- If I have a health problem, I can get the help I need right away
- I have had or will have opportunities to complete my education
- I can determine when and how many children I will have
- If I become HIV positive, I can access treatment when I need it
- If I have a crime committed against me, the police will listen to my case
- I can turn on the television or open to the front page of the paper and see people like me widely and positively represented
- I can go into a supermarket and find the staple foods that fit with my cultural traditions
- I can go into a bank or a social services office and be relatively sure that important information will be present in a language which I can read and write
- I can speak in public to a powerful male group without putting my identity on trial
- I can declare that discrimination is at hand without being seen as self-interested or self-seeking
- I can go to public and private events or meetings without fear that I will not be able to get in due to accessibility issues

Questions for discussion:

1. How did you feel during the activity?
2. To what extent did you ascribed "identity" determine whether you moved one way or another?
3. In what ways does this activity speak to the relationship between socially ascribed roles, intersectionality, and its impact on privilege and power?
4. In what ways was the activity overly simplistic? What did it leave out of the discussion?

Assignment Examples & Assessment Rubrics

SW 20 “Confronting America’s Social Problems” Assignment - Response Paper

Description:

(Approximately 3 pages)

You will be responsible for **one** response paper throughout the course. For this paper you may choose any topic that we cover in the readings and in class that resonates with you. **The paper SHOULD NOT contain a simple summary of the readings, but your own analysis, critique, and reaction to them.**

To guide you in your analysis, your study of topics should address the following questions: What level of analysis (micro/mezzo/macro) is implemented in the examination of the social problem in the readings and materials presented in class? Are these helpful levels of analysis? What are some things that are left out by looking at the problem in these ways? What are some other ways that the problem could be examined? What might that level of analysis reveal that is not present in the current materials?

Essays must be **three** pages in length, in 12-point Times New Roman font, double-spaced, with 1-inch margins. Your response paper is required to include references to **at least 3 readings from the class**, although you may also use additional outside material.

The Response Paper is due any time up to August 11. Any papers received after August 11 will be considered late.

SW 20: Response Paper Rubric

Rubric Criteria	Points	Comments
Student clearly states his/her responses to the arguments made in cited readings. Reasons are provided for the student's point of view. (2 points)		
Student addresses the level of analysis (micro, mezzo, macro) contained in cited readings. Using course content, the student offers a thoughtful analysis of the helpfulness of those approaches. (3 points)		
Student makes an argument for a different level of analysis that could be applied to the same topic. (2 points)		
Information is gathered from at least three sources. (1 points)		
Paper has clear organization, natural flow, and few or no grammar or spelling errors. (1 point)		
Paper is three pages in length, 12-point Times New Roman font, double-spaced with 1-inch margins. (1 point)		

____/10 POINTS

ADDITIONAL COMMENTS:

**SW 20 “Confronting America’s Social Problems”
Assignment - Final Paper**

Description:

(Approximately 7 pages)

In lieu of a final examination, you will be responsible for writing a term paper on a social problem **not covered in class**. To guide you in your analysis, your study should address the following questions:

1. Identify and provide background on a social problem of your choice. Describe the related populations of people, the issue of interest, and why it is important.
2. What are the implications of the social problem on the micro/mezzo/and macro levels? How does this problem affect individuals, families, communities, and society as a whole? What makes this social problem problematic?
3. Identify and explain 2 interventions that attempt to address the problem. Explain the interventions. How are they implemented? In what ways do they address the social problem? What level (micro/mezzo/macro) of the socio-ecological framework do these interventions target?
4. What is your assessment of current interventions and policies that attempt to address the problem? Are they sufficient? What are some things that are left out by attempting to address the problem in these ways?
5. How would you modify or change current interventions and/or policies to be more effective in addressing the problem? What level of the socio-ecological framework would alternative interventions address? What might be left out by attempting to address the problem with your proposed intervention/policy?

Term papers must be **seven** pages in length, in 12-point Times New Roman font, double-spaced, with 1-inch margins. **This paper must include references and a bibliography of at least 7 related sources drawing primarily from peer-reviewed literature.**

The final paper is due August 15. Any papers received after August 15 will be considered late. There is no class that day – please submit your paper to bcourses.

SW 20: Final Paper Rubric

Rubric Criteria	Points	Comments
Content		
Social problem is clearly defined, including identification of the populations affected, and the ways in which they are harmed. Sufficient literature is provided as evidence. (5 points)		
Student adequately describes the implications of the social problem on the micro (individual, families), mezzo (neighborhoods, communities), and macro (state, national, larger societal) levels. (5 points)		
Student identifies and adequately explains 2 interventions that attempt to address the problem. This includes a description of how the interventions are implemented, the ways that they attempt to address the problem, and a discussion of the level of analysis targeted by the interventions. (6 points)		
Student offers an assessment of current interventions including whether the interventions address the problem, and a discussion of whether the level of analysis targeted by the interventions leave certain elements of the problem unaddressed. (6 points)		
Student offers suggestions as to how to modify, change, or replace current interventions to better		

address the problem. Student discusses the level of analysis targeted by suggested changes. (6 points)		
Student critiques their own suggestions utilizing a discussion of whether the level of analysis targeted by his/her suggestions leave certain elements of the problem unaddressed. (6 points)		
Mechanical Details		
Information is gathered from at least seven scholarly (peer-reviewed) sources. (2 points)		
Report has clear organization, natural flow, and few or no grammar or spelling errors. (2 points)		
Paper is seven pages in length, 12-point Times New Roman font, double-spaced with 1-inch margins. (2 points)		

____/40 POINTS

ADDITIONAL COMMENTS:

Summary of Student Evaluations: Summer 2014

School of Social Welfare

Semester: Summer 2014
Course 20 Section: 0
Instructor: Wendy Weigmann

Number of students enrolled 26
Number of students responses: 23
Response rate 88%

Question	Valid Freq	Avg	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A (6)	Blank (0)
1. Course objectives are clear.	23	4.70	0 0%	0 0%	0 0%	7 30%	16 70%	0	0
2. Course content meets stated objectives.	23	4.83	0 0%	0 0%	0 0%	4 17%	19 83%	0	0
3. Course is well organized.	23	4.74	0 0%	0 0%	0 0%	6 26%	17 74%	0	0
4. Information presented is up-to-date.	23	4.74	0 0%	0 0%	0 0%	6 26%	17 74%	0	0
5. Course is challenging.	23	4.09	0 0%	3 0%	2 9%	8 35%	10 43%	0	0
6. Course addresses human diversity content such as racial/ethnic/cultural/gender perspectives.	23	4.91	0 0%	0 0%	0 0%	2 9%	21 91%	0	0
7. Papers and written assignments are instructive.	23	4.70	0 0%	0 0%	0 0%	7 30%	16 70%	0	0
8. Readings are instructive.	23	4.30	0 0%	1 0%	3 13%	7 30%	12 52%	0	0
9. Standards for student performance are reasonable.	23	4.61	0 0%	0 0%	1 4%	7 30%	15 65%	0	0
10. Instructor is enthusiastic.	23	4.91	0 0%	0 0%	0 0%	2 9%	21 91%	0	0
11. Instructor is an able discussion leader.	23	4.91	0 0%	0 0%	0 0%	2 9%	21 91%	0	0
12. Instructor promotes critical thinking.	23	4.78	0 0%	0 0%	0 0%	5 22%	18 78%	0	0
13. Instructor demonstrates scholarly command of the subject matter.	23	4.87	0 0%	0 0%	0 0%	3 13%	20 87%	0	0
14. Instructor is available for individual discussion.	23	4.74	0 0%	0 0%	0 0%	6 26%	17 74%	0	0

Question	Valid Freq	Avg	Not at all effective (1)		Moderately effective (4)			Extremely effective (7)		Blank (0)
15. Considering all relevant factors (e. g., teaching, class participation, course material) how do you rate the quality of this course?	23	6.22	0 0%	0 0%	0 0%	1 4%	4 17%	7 30%	11 48%	0
16. Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness of this instructor?	23	6.43	0 0%	0 0%	0 0%	1 4%	3 13%	4 17%	15 65%	0

Comment Sheets

**SW 20 SECTION: 00
SUMMER 2014
WENDY WEIGMANN**

26 (23)

TEAR SHEET

The purpose of this tear sheet is to provide candid feedback on the course and the instructor--both positive and negative. Please write in your comments, noting in particular any changes you feel would improve the course. This page will not be given to instructors until after grades are submitted. Please note that both page 1 and the tear sheet are used in evaluating faculty for retention and promotion.

Thank you for being open and attempting to get students to be open as well. I enjoyed the class!

What are the instructor's strong points?

1. energetic
2. Knowledgeable of topics --able to give insight/clarity when needed
3. _____

What are the instructor's weak points?

1. N/A
2. _____
3. _____

TEAR SHEET

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What are the instructor's strong points?

1. good discussion leader
2. _____
3. _____

What are the instructor's weak points?

1. _____
2. _____
3. _____

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The class is perfect. I love it !!!

What are the instructor's strong points?

1. Nice, Empathetic
2. Organized
3. Thoughtful

What are the instructor's weak points?

1. N/A
- 2.
- 3.

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What are the instructor's strong points?

1. Well organized and structured
2. Have a lot of knowledge about the subjects
3. Good at creating class discussion

What are the instructor's weak points?

1. Readings were not always sufficiently academic
2. I would have liked more sociology theory about social problems.
- 3.

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What are the instructor's strong points?

1. Knowledgeable on subjects, clear explanations
2. Makes lectures interesting!
3. invokes critical thinking

What are the instructor's weak points?

1. _____
2. _____
3. _____

TEAR SHEET

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Wendy is a very good lecturer. Her classes are interesting and she is always open to feedback.

What are the instructor's strong points?

1. Patient
2. Accommodating
3. Engaging

What are the instructor's weak points?

1. -
2. -
3. -

TEAR SHEET

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What are the instructor's strong points?

1. She explains questions clearly
2. She is patient with all ~~the~~ students
3. She is responsible and offers a lot of materials.

What are the instructor's weak points?

1. Maybe her class is not interesting enough.
2.
3.

TEAR SHEET

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Good job Wendy

What are the instructor's strong points?

1. Enthusiasm
2. Organization
3. Relatability

What are the instructor's weak points?

1. Holds high standards for our work
2. _____
3. _____

TEAR SHEET

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What are the instructor's strong points?

1. Presents clearly
2. Promotes critical thinking
3. ~~Group disc~~ Available for discussion

What are the instructor's weak points?

1. Eren though there was active group discussion, more could
2. have been done to improve this by dividing the class into
3. smaller groups.

TEAR SHEET

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What are the instructor's strong points?

1. helpful and patient.
2. Instructor give us many personal opinions which is helpful.
3.

What are the instructor's weak points?

1. Sometimes speak too fast to follow.
2.
3.

TEAR SHEET

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- * The course was extremely informative & interesting.
- * The readings were very helpful in understanding the social problems even better. However, sometimes the readings were too overwhelming to finish in a few days.

What are the instructor's strong points?

1. Very cheerful ~~ins~~
2. Open to everybody's opinions even if she disagrees with them
3. Facilitates discussion in a very effective manner

What are the instructor's weak points?

1. N.A
2. N.A
3. N.A



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Good job trying to foster participation; it was very hard sometimes, but went smoothly most of the time.

What are the instructor's strong points?

1. Enthusiastic
2. Smart
3. Open

What are the instructor's weak points?

1. right foot
2. _____
3. _____

TEAR SHEET

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- Very understanding
- Challenged us
- Extremely knowledgeable of the material

What are the instructor's strong points?

1. Always enthusiastic, makes students interested in the material
2. _____
3. _____

She is teaching

What are the instructor's weak points?

1. _____
2. _____
3. _____

TEAR SHEET

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What are the instructor's strong points?

1. The instructor is a very very patient person.
2. Always gives us helpful suggestions.
3. _____

What are the instructor's weak points?

1. Sometimes she speaks a little fast that I have difficulty to follow her.
2. _____
3. _____

TEAR SHEET

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I think this was a great course that had strong relevant topics. With the time restriction of 6 weeks the course was pretty effective. I personally feel that the course was not too difficult, but maybe it is a thought of a senior taking a lower division course

What are the instructor's strong points?

1. enthusiastic
2. can start great discussions
3. well prepared

What are the instructor's weak points?

1. _____
2. _____
3. _____

TEAR SHEET

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What are the instructor's strong points?

1. good lecturer
2. good at explaining/engaging students
3. prepared

What are the instructor's weak points?

1. _____
2. _____
3. _____

TEAR SHEET

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The instructor is great.

What are the instructor's strong points?

1. Clear thoughts, flow is natural
2. Clear speaking, make clear of every point.
3. Interesting topic, ~~clear~~ assignments are clear and we can get as much help as we'd want.

What are the instructor's weak points?

1. Things move a little bit fast.
- 2.
- 3.

TEAR SHEET

The purpose of this tear sheet is to provide candid feedback on the course and the instructor--both positive and negative. Please write in your comments, noting in particular any changes you feel would improve the course. This page will not be given to instructors until after grades are submitted. Please note that both page 1 and the tear sheet are used in evaluating faculty for retention and promotion.

The course is really good. I like the discussion parts and activities in classes. I am also interested in reading materials, they provide me views from different perspectives.

But I think the course can focus more on the definition of social problems. For example, what does "racism" mean, because it diverse in different countries and situations.

What are the instructor's strong points?

1. Enthusiastic
2. patient
3. Comprehensive.

What are the instructor's weak points?

1. Going to fast.
2. _____
3. _____

TEAR SHEET

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What are the instructor's strong points?

1. The teaching is always enthusiastic.
2. The instructor can clarify problems very clearly and she is willing to help the
students
3. Interesting activities and discussions.

What are the instructor's weak points?

1. The amount of reading assigned is a little bit heavy.
2. _____
3. _____

TEAR SHEET

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What are the instructor's strong points?

1. welcoming class atmosphere
2. easy to talk to
3. enthusiastic

What are the instructor's weak points?

1. _____
2. _____
3. _____

Course: 282B Section: 1
 Section Name: Social Welfare Research (GSI only)
 Instructor: Wiegmann, Wendy

Number of students enrolled: 25
 Number of students responses: 25
 Response rate: 100%

Question	Valid Freq	Avg	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A (6)	Blank (0)
1. The GSI demonstrates scholarly knowledge of the subject matter.	25	4.84	0 0%	0 0%	0 0%	4 16%	21 84%	0	0
2. The GSI's presentations are well organized and easy to follow.	25	4.84	0 0%	0 0%	0 0%	4 16%	21 84%	0	0
3. The GSI is enthusiastic about the subject matter.	25	4.96	0 0%	0 0%	0 0%	1 4%	24 96%	0	0
4. The GSI's teaching stimulates independent and creative thinking.	25	4.72	0 0%	0 0%	1 4%	5 20%	19 76%	0	0
5. The GSI addresses diversity (e.g. ethnic, sexual orientation, gender, aging) in his/her teaching.	23	4.70	0 0%	0 0%	1 4%	5 22%	17 74%	2	0
6. The GSI is an able discussion leader.	25	4.76	0 0%	0 0%	1 4%	4 16%	20 80%	0	0
7. The GSI's written assignments are instructive.	22	4.64	0 0%	0 0%	2 9%	4 18%	16 73%	3	0
8. The GSI gives helpful feedback on homework assignments.	23	5.00	0 0%	0 0%	0 0%	0 0%	23 100%	2	0
9. The GSI's standards for student performance are reasonable and clear.	25	4.84	0 0%	0 0%	0 0%	4 16%	21 84%	0	0
10. Individual discussions with the GSI (in or out of office hours) are helpful.	24	4.92	0 0%	0 0%	0 0%	2 8%	22 92%	1	0
11. The GSI is accessible to students.	25	5.00	0 0%	0 0%	0 0%	0 0%	25 100%	0	0

Question	Valid Freq	Avg	Not at all effective (1) ———			Moderately effective (4) ———			Extremely effective (7)	Blank (0)
12. Considering both the limitations and possibilities of the subject matter and the role of the GSI in the course, how would you rate the overall effectiveness of the GSI.	25	6.52	0 0%	0 0%	0 0%	0 0%	2 8%	8 32%	15 60%	0

Comment Sheets

SW 282B SECT: 01 (GSI only)
SPRING 2013
WENDY WIEGMANN

25 (25)

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy was really wonderful in taking her time with me. She saw that I was anxious about some of the material and committed to take as much time as I needed until I understood where I was going. I am really grateful to her.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Makes sure students understand the material by explaining subject matter very clearly.
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

wendy was very helpful outside of class —
really helped to have her walk you through concepts
and how to approach the research.
very patient and easy to understand

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. availability
2. thoroughness in helping you understand the material
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy was great this semester. She seemed to relax more into the role of an instructor and was much more accessible & down to earth when interacting w/ students & relating material. Her Powerpoint presentations were great/outstanding & helped us grasp the material - at the right level & w/ the right tone.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. very accessible
2. communicates & instructs well
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

I wish you had taught the
class instead!

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Very clear

2. accessible

3. Supportive

B. What are his/her weak points?

1. _____

2. _____

3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. she is very kind, thorough & helpful
2. _____
3. _____

B. What are his/her weak points?

1. N/a
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Enthusiasm

2. Availability

3. _____

B. What are his/her weak points?

1. Sometimes interrupted Bridget

2. _____

3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Strong knowledge of subject and very good at explaining complex subjects to people with only a ~~beginner~~ basic level of knowledge.
2. _____
3. committed to student learning and generous with time and office hours.

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

This course isn't helpful
but Wendy is awesome.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. _____
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

GSI's lecture ~~pace~~ was great. She really took the time to explain topics in an understandable manner. she is great!

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Very knowledgeable!
2. Understandable
3. accommodating to students needs.

B. What are his/her weak points?

1. few hours available for office hours.
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy is an extremely effective, knowledgeable, and patient instructor. The time she spent with me during class and in office hours were invaluable. She always made herself available to help and her explanations of concepts were clear and accurate. She is a wonderful GSI!

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. _____
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

I really appreciated how accessible¹ & accommodating² Wendy was in helping students outside of her regular office hours.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. passionate / excited about research
2. good discussion leader
3. Quick to respond (to emails, with thoughtful feedback, etc).

B. What are his/her weak points?

1. N/A
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Dear Sherry,

Thank you for all your support
and help. You have been a great GSI &
Mentor.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Great knowledge of subject.
2. Great ability to teach.
3. Very patient.

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. very available & helpful
2. very clear in explaining research concepts
3. great timely response to questions via email

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy is great!

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Wendy is very supportive and helpful
2. Is very flexible with the hours
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

Wendy

TEAR SHEET

The purpose of this tear sheet is to provide candid feedback on the course and the instructor--both positive and negative. Please write in your comments, noting in particular any changes you feel would improve the course. This page will not be given to instructors until after grades are submitted. Please note that both page 1 and the tear sheet are used in evaluating faculty for retention and promotion.

OMG, in six days god created the heavens & the earth, & on the 7th he created Wendy!! Wendy was so instrumental in assisting me w/ my research. She had patience w/ me during my many slow moments & helped me when I was stuck. I am so thankful. ")

GSIs

What are the instructor's strong points?

1. ~~Wendy~~ very helpful & knowledgeable
2. _____
3. _____

GSIs

What are the instructor's weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

I didn't work w/ my GSI that
much ~~because I wasn't~~ but she
was Fantastic!

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Availability
2. Explaining things clearly
3. Very approachable

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. _____
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy is available and willing to provide help & feedback to students. She is flexible & appears to care about her students & their research projects. She is clear, able to shed light onto the relevance & importance to research. She is instructive and makes the statistical tests easy to understand. I so greatly appreciate all of her help. I would have been lost w/o her. Thank you! :)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. She is clear
2. knowledgeable
3. passionate

B. What are his/her weak points?

1. N/A
2. N/A
3. N/A

- you will be an awesome instructor (if you decide to do that)

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Excellent GI!

Passionate about helping students.

Approachable!

Knowledgeable!

Available!

It's been a pleasure being helped by her.

Teaches in a way that we can understand and relate to.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. So enthusiastic about research that it sometimes
2. got me excited about it too!
3. Excellent at explaining the material in an
understandable way

B. What are his/her weak points?

1. _____
2. _____
3. N/A

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy has been a great asset to the class!
 She encouraged discussions + critical thinking. She was incredibly helpful + informative when running stats.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Knows material
2. Supportive + available for help
3. Good discussion leader / confident

B. What are his/her weak points?

1. n/a
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Hi Wendy,
 I really appreciated how interested you were in all of us and making sure we were on track. Thank you so much. I thought it was helpful how you were able to simplify things for us.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Able to break things down to students level
2. Easy to approach
3. Extremely helpful

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy was a very able discussion leader & was also very available for questions.

Her lectures were easy to follow & understand.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Her lectures were easy to follow.

2. _____

3. _____

B. What are his/her weak points?

1. Should have lectured more.

2. _____

3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Sweet
2. clear
3. amazing / available

B. What are his/her weak points?

1. nothing
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. available

2. sweet

3. _____

B. What are his/her weak points?

1. _____

2. _____

3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy saved me. I am an old, powerpoint + Excel virgin, returning, non-traditional student who was at risk of dropping the program, until a conversation/intervention with Wendy changed it all. And ~~she~~ gave me the confidence to carry on. I had been so stressed, I hadn't realized how much I had already completed last semester (also with Wendy's critical support). Thank you for helping me believe I could do it!

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. statistical savvy

2. Compassion

3. generosity of time

B. What are his/her weak points?

1. _____

2. _____

3. _____

Course: 282A Section: 1
 Section Name: Social Welfare Research (GSI only)
 Instructor: Wiegmann, Wendy

Number of students enrolled: 26
 Number of students responses: 22
 Response rate: 85%

Question	Valid Freq	Avg	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A (6)	Blank (0)
1. The GSI demonstrates scholarly knowledge of the subject matter.	22	4.55	0 0%	0 0%	2 9%	6 27%	14 64%	0	0
2. The GSI's presentations are well organized and easy to follow.	22	4.36	0 0%	0 0%	4 18%	6 27%	12 55%	0	0
3. The GSI is enthusiastic about the subject matter.	22	4.55	0 0%	0 0%	2 9%	6 27%	14 64%	0	0
4. The GSI's teaching stimulates independent and creative thinking.	22	4.23	0 0%	0 0%	7 32%	3 14%	12 55%	0	0
5. The GSI addresses diversity (e.g. ethnic, sexual orientation, gender, aging) in his/her teaching.	16	4.06	0 0%	1 6%	4 25%	4 25%	7 44%	6	0
6. The GSI is an able discussion leader.	22	4.23	0 0%	1 5%	5 23%	4 18%	12 55%	0	0
7. The GSI's written assignments are instructive.	17	4.41	0 0%	0 0%	4 24%	2 12%	11 65%	5	0
8. The GSI gives helpful feedback on homework assignments.	22	4.59	0 0%	0 0%	3 14%	3 14%	16 73%	0	0
9. The GSI's standards for student performance are reasonable and clear.	22	4.50	0 0%	0 0%	2 9%	7 32%	13 59%	0	0
10. Individual discussions with the GSI (in or out of office hours) are helpful.	19	4.63	0 0%	0 0%	1 5%	5 26%	13 68%	3	0
11. The GSI is accessible to students.	22	4.50	0 0%	1 5%	1 5%	6 27%	14 64%	0	0

Question	Valid Freq	Avg	Not at all effective (1)			Moderately effective (4)		Extremely effective (7)		Blank (0)
12. Considering both the limitations and possibilities of the subject matter and the role of the GSI in the course, how would you rate the overall effectiveness of the GSI.	22	5.73	0 0%	0 0%	0 0%	3 14%	7 32%	5 23%	7 32%	0

Comment Sheets

SW SW 282A SECTION: SECT: 01 (GSI only)
FALL 2012
WENDY WIEGMANN

26 (22)

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy is quite knowledgeable & her contributions in class are appreciated. Nonetheless, she has a "top down" style of teaching, which, for a masters-level course, seems inappropriate. Additionally, her tone can sometimes come off as condescending, and the presentation she gave, while quite thorough and well-prepared, was extremely simplistic & more suitable for a high school or college-level course.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Prepared
2. engaged
3. _____

B. What are his/her weak points?

1. At times, when addressing class, can come off as condescending or annoyed.
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy is an awesome GSI. She is passionate on the subject & brings in a lot of good ideas from both her personal & academic experience. She is articulate and clear. She is available for consultation. I greatly enjoy having her as a GSI and she will make a great professor.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. _____
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. She is always available for help.
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Recommendations ~ Stand when speaking
 ~ keep interjections succinct

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Enthusiasm
2. _____
3. _____

B. What are his/her weak points?

1. Redundant at times
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. good feedback on written work
2. ~~man~~ available to answer questions
3. knows subject matter

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Your clarity + openness to providing feedback was much appreciated!

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. clear teaching
2. Knowledgeable
3. Great feedback in office hours

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

I feel that Wendy & Bridgette were on different pages at various points in terms of assignment feedback (i.e. what should & shouldn't be included / points of focus).

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Makes practical points
2. _____
3. _____

B. What are his/her weak points?

1. A slight disconnection with the instructor
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

great help
help during
office hours.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. _____
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. enthusiasm
2. knowledgeable
3. gives helpful feedback.

B. What are his/her weak points?

1. need different / more office hours
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Your class was my favorite!

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. knowledgeable
2. accessible
3. good metaphors

B. What are his/her weak points?

1. sometimes I feel like I'm embarrassed
2. to admit I don't understand
- 3.

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. a knowledge of how to make difficult things simpler
2. willingness to help
3. accessibility to meet students

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

Wendy is extremely helpful, knowledgeable and accessible for talking through assignments and brain storming.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. _____
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

The W in Wendy stands for Wonderful!
 I ~~am~~ feel very lucky to have her as a GSI.
 She teaches in jargon I understand,
 She is always available, and goes
 above & beyond when it comes to explaining
 how to do things. She will be
 a great Professor one day.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. Availability
2. Teaching skills
3. Approachable

B. What are his/her weak points?

1. I honestly can't think of any
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. V. good about spending time w/ students!
2. _____
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. strong command of the subject matter
2. gives quick & relevant feedback
3. did a great job w/ her ^{guest} lecture

B. What are his/her weak points?

1. _____
2. _____
3. _____

TEAR SHEET:

Please comment on the GSI's teaching; things you would like to see changed, things that were good and should be kept. Comment on the GSI's pace; should it be faster or slower, be more in-depth or more general, or contain a different mixture of teaching methods (i.e., more lecture, demonstration, etc.)

More opportunities for Wendy to officially lead discussion would be helpful. Meeting with her was helpful and I wonder if that would bring more consistency throughout the course.

As a teacher, and considering only this course:

A. What are the GSI's strong points?

1. available to meet with students.
2. very helpful to meet with.
3. _____

B. What are his/her weak points?

1. _____
2. _____
3. _____