TA Survey - 2024_4F_T_Manir Feitosa_Leonardo_EDS 222_0101

Project Title: **F24 TA Survey**

Courses Audience: **30**
Responses Received: **17**
Response Rate : **56.7%**

Guidance for Interpreting End-of-quarter Course Evaluation Reports:

1. Notice response rates. Low response rates make generalizing feedback difficult. Classes <40: require 95% response rate for a 95% confidence level; 40% for an 80% confidence level. Classes >100, 87% response rate for a 95% confidence level; 21% for an 80% confidence level (Nutly, 2008).

2. Look for rating variations. Questions with markedly higher or lower scores may point to areas of excellence or opportunities for improvement.

3. Look for higher standard deviations. Questions with wide variations in responses may suggest that students experienced instruction in different ways.

4. Review comments. Look for patterns in comments indicating things that went well or opportunities for improvement. Patterns or differences between your understanding and student comments may suggest opportunities for reflection.

5. Use comparative norms cautiously. If desired, you may compare your quantitative scores to departmental and campus average scores (look for Dept_Norm_Year reports in https://ucsb.bluera.com/ucsb).

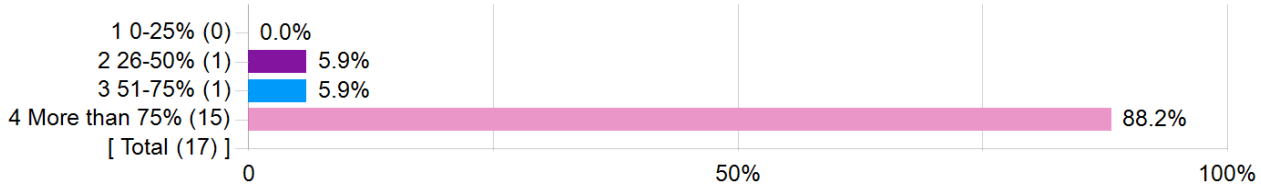
6. Write down your takeaways. These might include challenges or activities that help students learn. You can include these in teaching statements for merit/promotion reviews. Email help@id.ucsb.edu to discuss evaluations with an OTL Instructional Consultant.

7. Course evaluations are only part of a holistic evaluation of teaching. Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. See this document for additional guidance.

Creation Date: **Saturday, March 22, 2025**

What portion of the discussion or lab class meetings did you attend?

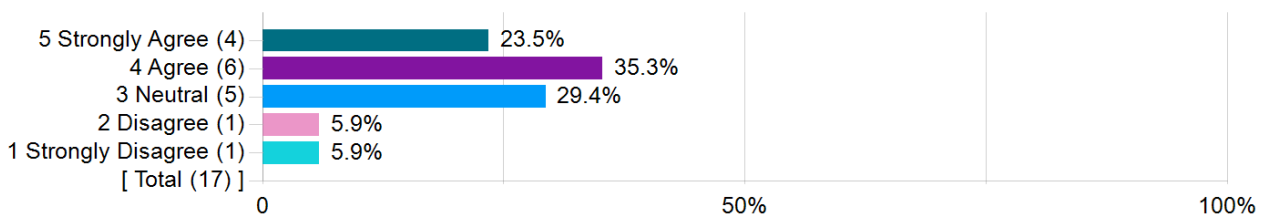
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	30
Response Count	17
Response Rate	56.7%
Mean	3.8
Standard Deviation	0.5

This section/lab was organized in a way that helped me learn.

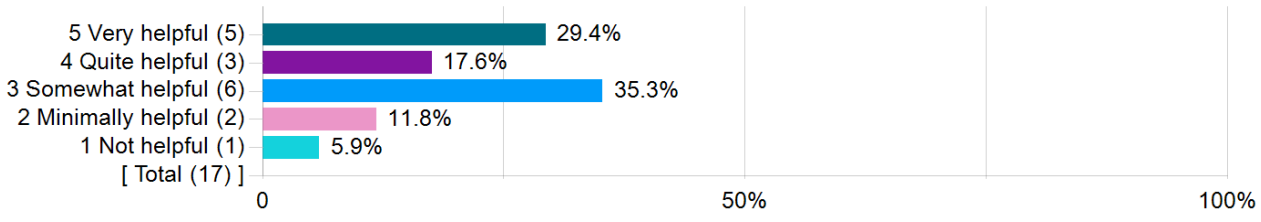
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	30
Response Count	17
Response Rate	56.7%
Mean	3.6
Standard Deviation	1.1

How helpful were the TA's explanations of course material?

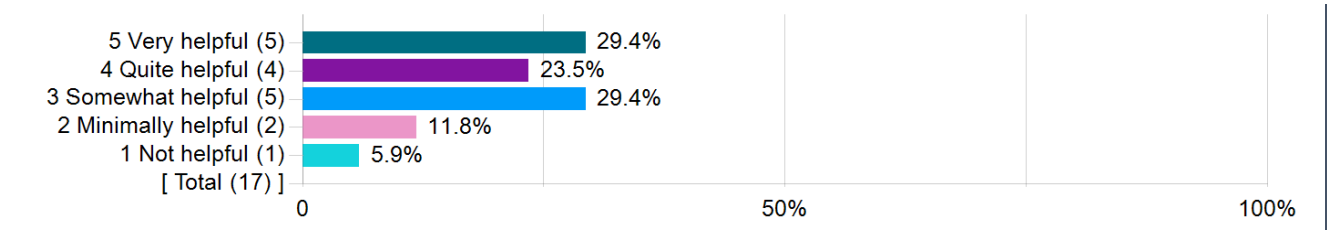
How helpful were the TA's explanations of course material?



Statistics	Value
Invited Count	30
Response Count	17
Response Rate	56.7%
Mean	3.5
Standard Deviation	1.2

How helpful were the TA's answers to student questions?

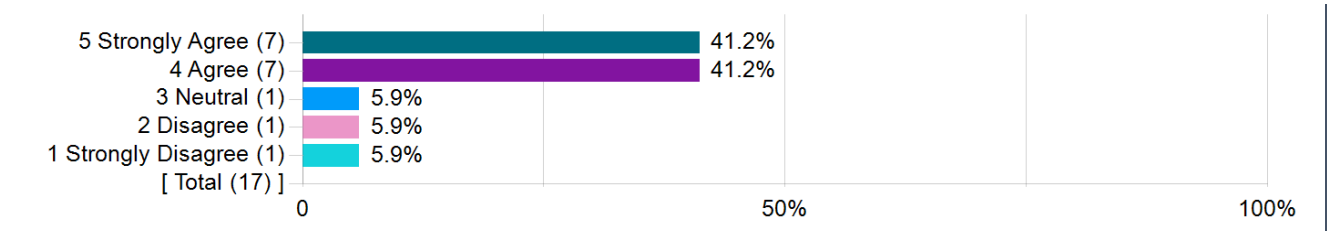
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	30
Response Count	17
Response Rate	56.7%
Mean	3.6
Standard Deviation	1.2

The TA created opportunities for student interaction in this discussion section/lab.

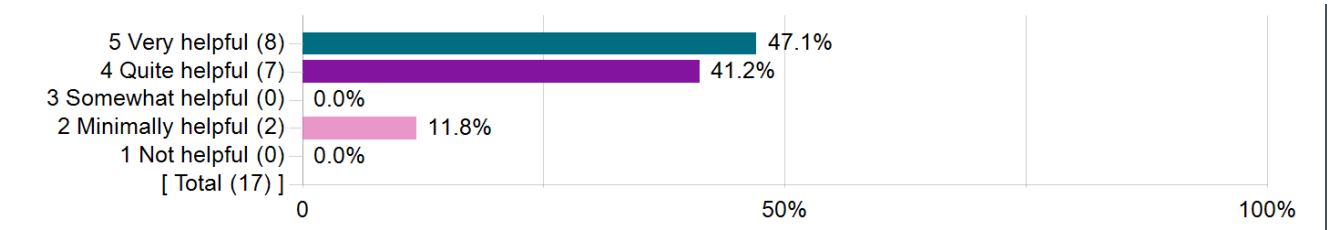
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	30
Response Count	17
Response Rate	56.7%
Mean	4.1
Standard Deviation	1.1

How helpful was the TA’s feedback on your assignments?

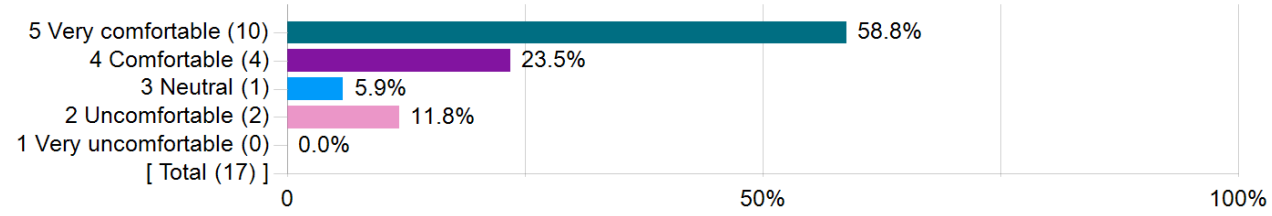
How helpful was the TA's feedback on your assignments?



Statistics	Value
Invited Count	30
Response Count	17
Response Rate	56.7%
Mean	4.2
Standard Deviation	1.0

The TA created a _____ learning atmosphere.

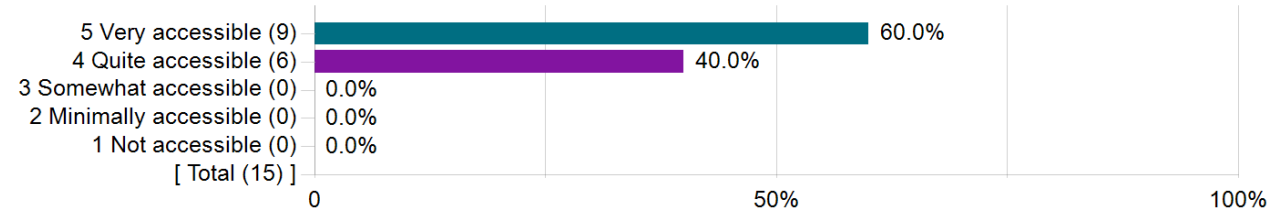
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	30
Response Count	17
Response Rate	56.7%
Mean	4.3
Standard Deviation	1.0

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	30
Response Count	15
Response Rate	50.0%
Mean	4.6
Standard Deviation	0.5

Please share additional feedback with Leonardo Manir Feitosa about your learning in the course. What worked well and what could be improved?

Comments
There was a bit of troubleshooting with this class since it was the professors first time teaching the class. Leo was very adaptable and made a comfortable working environment. It seemed like Leo and the professor weren't always on the same page, but Leo would always follow up to address our questions.
A bit difficult to engage with students, but always helpful and kind
Leo helped to clarify abstract statistical concepts explained in lecture in a simple manner. He gave helpful feedback and corrections on homework assignments.
Only sometimes when asked a question about homework, Leo felt he couldn't share more to prevent just giving an answer away. However Leo was very helpful for the most part.
While Leo seems like a really nice person, he did not seem like he wanted to be a TA for stats. He would frequently make comments during discussion such as "This is really easy", or "I find this really boring too". These comments are not particularly helpful when you are struggling to understand a topic. His comments on homework assignments were not particularly helpful or descriptive of what the problem is and his explanations of complicated topics were not helpful.
Leo is amicable, a great communicator, and efficient in responding to questions.
Leo, you did a great job. Thank you for always anwering our questions.
I appreciated the way Leo took time to review assignments and provide thoughtful feedback on our homeworks. However, during section it often seemed like he really didn't want to be there, making it challenging for us to want to engage. I also appreciated his responsiveness over Slack, and that even when he didn't know the answer to a question, he would check in with the instructor on our behalf. If Leo could have been a bit more positive and energetic, I think that we would have had a great quarter.
I think it was a lot to take on with our instructor being out at the first two weeks of the quarter, which made it difficult for us to learn when Leo was expected to take on the role as the instructor. However, Leo was always very understanding and forgiving when we had difficulties with technical issues with Github. I really appreciated the feedback that we got on assignments that could help us understand what we got wrong. The subject matter was not the most interesting at times, but I appreciate that Leo was always willing to go over homeworks and helped us prepare for the midterm.
Leo was a very good TA. I am afraid there may have been a disconnect between him and the instructor. They were a very rag –tag team. However I do believe they were both trying their bests. I wish Leos TAship upon my friends, but maybe not my best friends. He seems like the kind of person who distributes his passions for things evenly, or maybe he feels much more passionately for things outside of this class. Sometimes he is humourous. For clarity, if I were incharge, I would hire him.
Leo was very helpful at answering questions we had and helping with assignments. For the discussion sections, I think if it were more live coding or problems we had to work through rather than just looking at and trying to decipher Leo's code it would have been much more useful for me.
Section would be more helpful if instead of going over new material we just went over people's confusion on class material, going over homework, and maybe presented simple/similar examples to reiterate what we went over in class.
TA clearly has necessesary knowledge of programming, but not deep enough knowledge of the statistics topics covered by the class. often, in–depth questions asked in section were answered with "i don't know" and there was seldom a follow–up or clarification in future classes. there is also an overall lack of enthusiasm in teaching and teaching skills. it felt like TA did not create learning opportunities, rather just sped through coding labs, often not explaining reasoning or code in a way that was digestible for us. I stopped going to section halfway through the quarter as it did not feel useful.