



Individual Teaching Assistant Report Fall 2022 for ECO 395M - PYTHON, DATABASES, AND BIG DAT (34984, 34983, 34979) (Shreeyesh Sreekumar Menon)

Project Title: Instructor Course Evaluations Fall 2022

Courses Audience: 20
Responses Received: 12
Response Ratio: 60.0%

Report Comments

Results were produced during the Fall 2022 implementation of new course evaluation questions and systems. Courses with final exams conducted on December 8th, 2022, may have overlapped with the evaluation window.

Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)
Agree (4)
Neutral (3)
Disagree (2)
Strongly Disagree (1)

Excellent (5)
Very Good (4)
Satisfactory (3)
Unsatisfactory (2)
Very Unsatisfactory (1)

The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

The number of students (e.g. Respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no one method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.

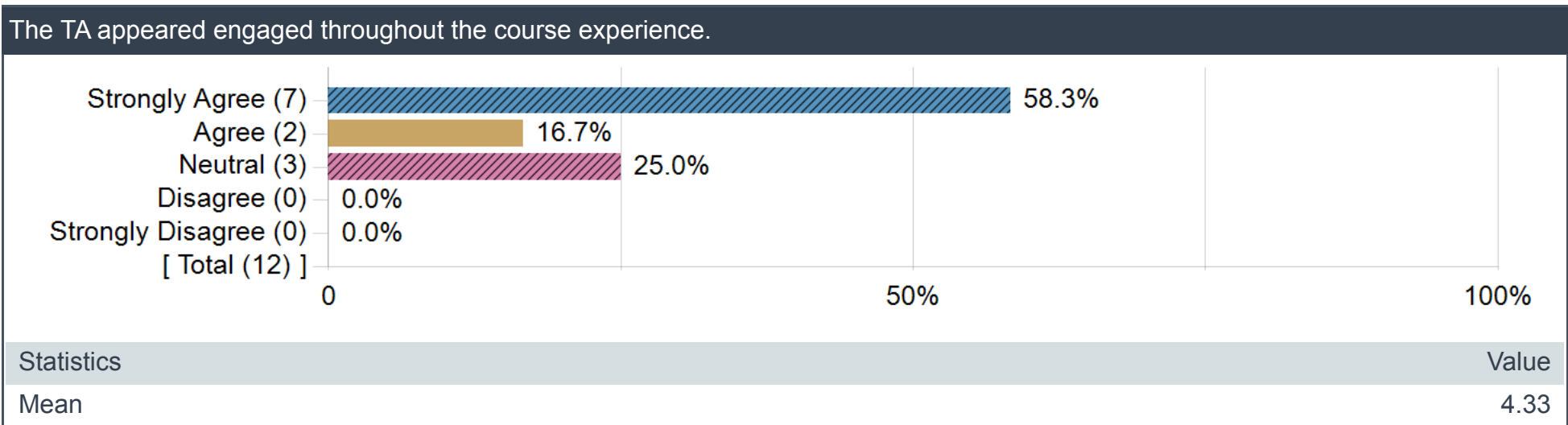
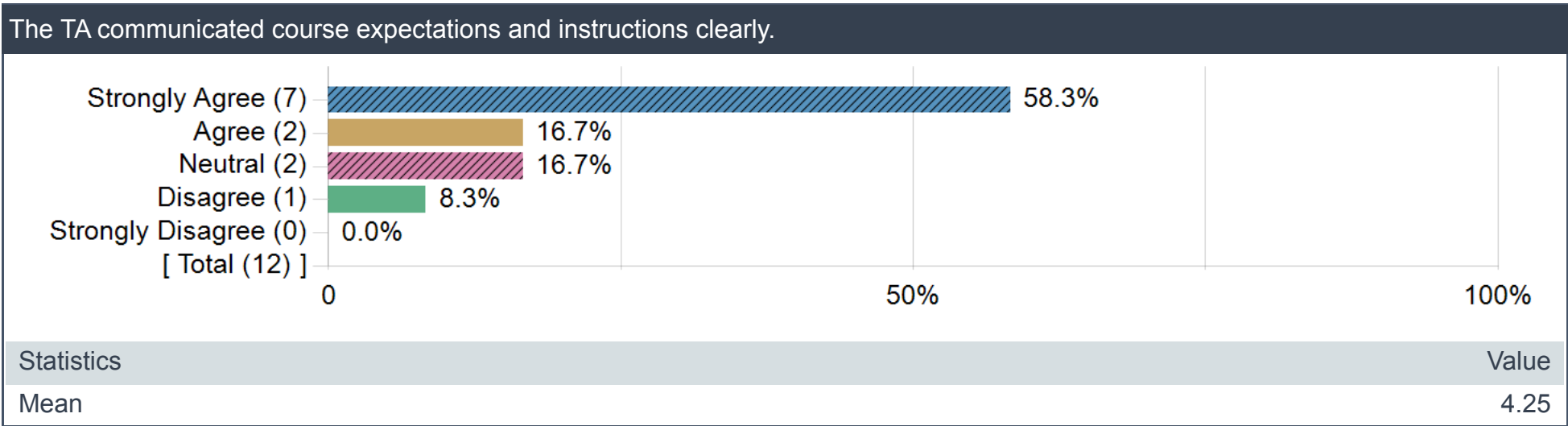
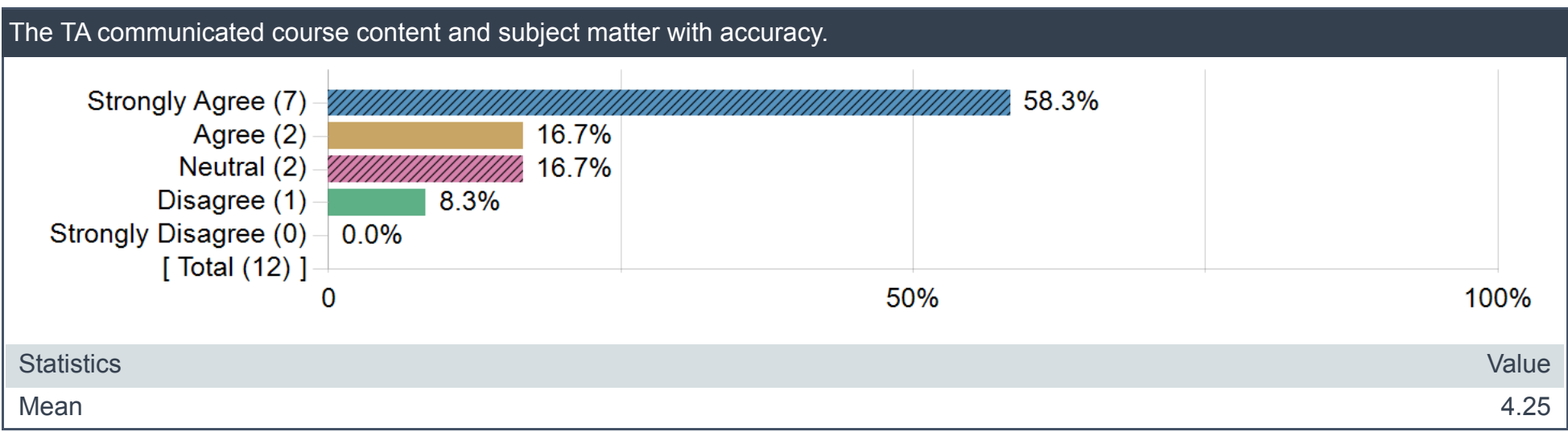
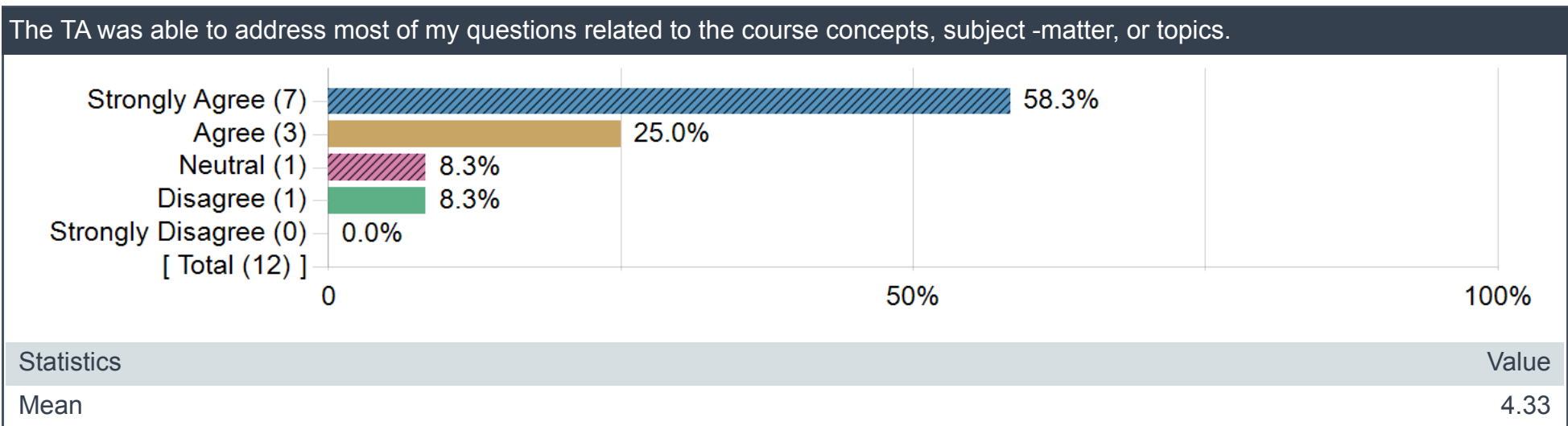
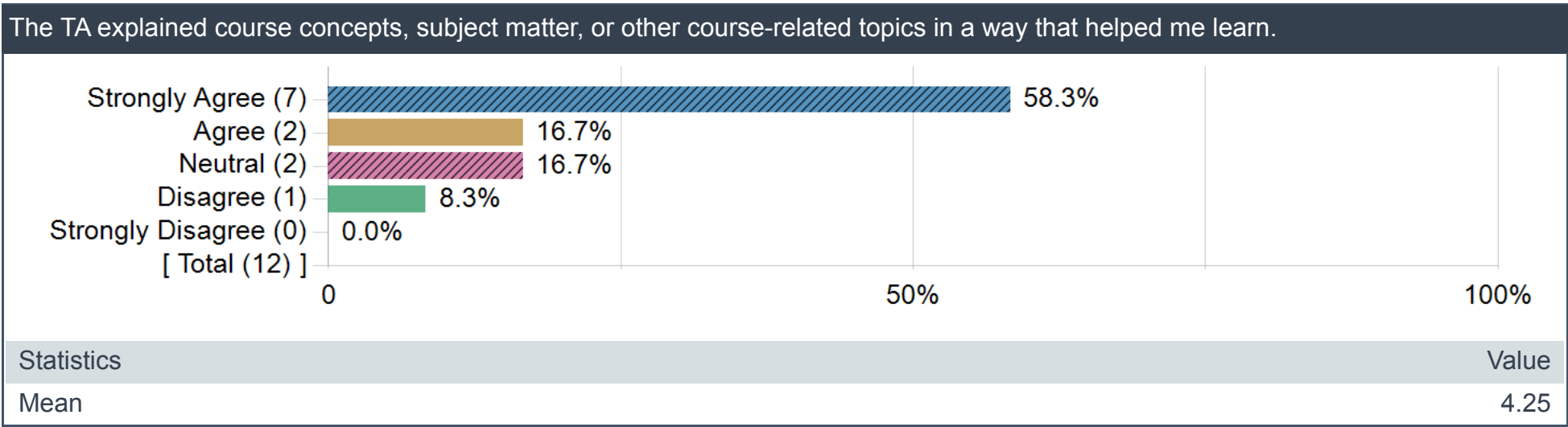
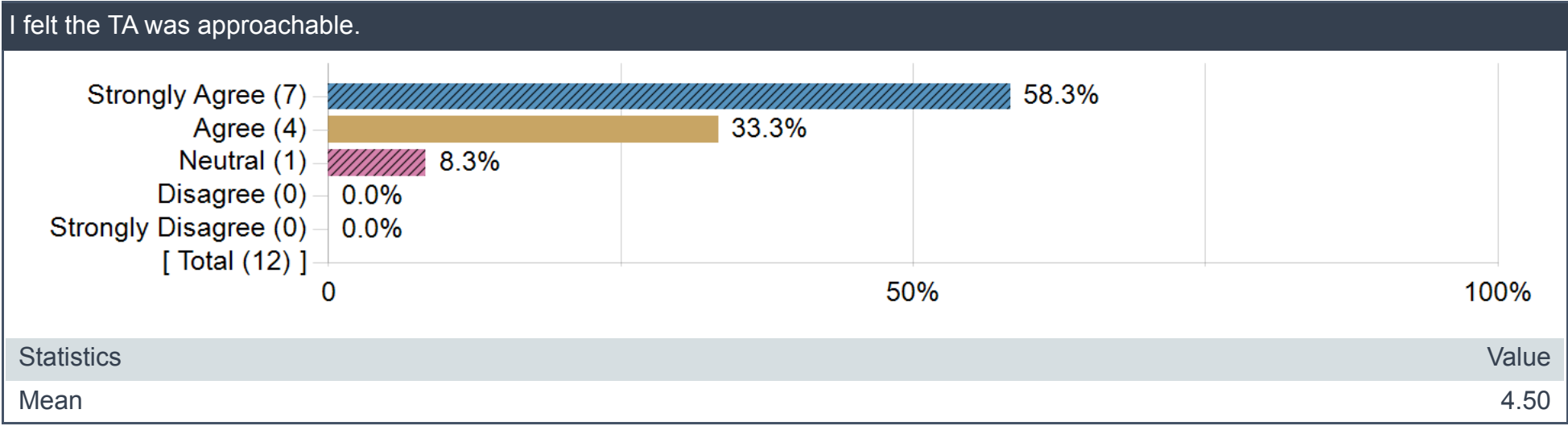
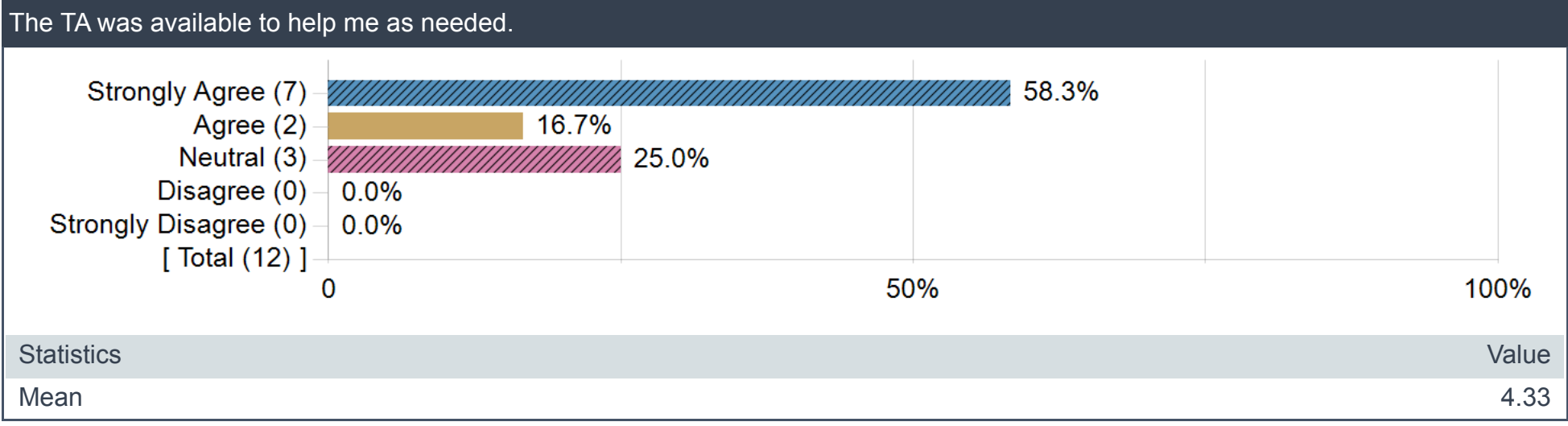
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Teaching Assistant Questions



Comment Questions

Identify aspects of your interactions with your teaching assistant that were most effective in helping your learning.

Comments
Shreeyesh always took the time to troubleshoot code and go over homework with us. I enjoyed the review session he did on SQL since we did exercises during that. That helped me understand how to write SQL queries more than anything else.
He was always available and more than willing to help.
Excellent advices on proceeding projects
he explained concepts/ideas behind different functions during TA session

What is one thing the teaching assistant could do differently to help improve future students' learning in this course?

Comments
Shreeyesh should clearly communicate when he is not available for office hours or review sessions in advance. Sometimes, I would find out that he is not taking a session only when someone asked if that session was happening minutes before the scheduled time. Shreeyesh should also take a little more care in his responses. Sometimes they can come off as callous (for example, telling students to Google their errors which is a valid point but can delivered more tactfully).
As for the review sessions, it would be great if Shreeyesh did more coding bat exercises, writing for and while loops and so on, instead of just going over the homework answers. The extra practice helps in understanding the concepts better.
he had some mistakes on grading
if possible, I think it will hugely benefit students if the TA does a high-level summary of that week's lectures (what we learned, why we do certain things in certain way, etc)