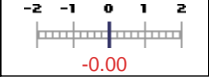
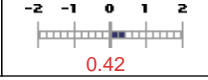


CS 2501-001 Spec Topic: Computer Science - Fall 2015

ENGR (21850)

INSTRUCTORS: Tychonievich, Luther (lat7h)

Respondents: 16 / Enrollment: 50

Summary: CS 2501-001 Spec Topic: Computer Science - Fall 2015 (21850)	
<p>Overall Course Rating</p> <p>CS-2501-001 Mean 4.08 CS-2501-001 Std Dev 0.76 CS-2501-001 Response Count 80</p> <div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> Difference from Category Mean, Expressed in Category Standard Deviations  </div> <p>SEAS, 2000-level courses Mean 4.08 SEAS, 2000-level courses Std Dev 0.98 SEAS, 2000-level courses Response Count 16504</p>	<p>Overall Instructor Rating</p> <p>INSTRUCTOR: Tychonievich, Luther Mean 4.65 Std Dev 0.52 Response Count 112</p> <div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> Difference from Category Mean, Expressed in Category Standard Deviations  </div> <p>SEAS, 2000-level courses Mean 4.28 SEAS, 2000-level courses Std Dev 0.87 SEAS, 2000-level courses Response Count 24082</p>

~ QUESTIONS AND DETAILS ~ ~ ANSWER MATRICES ~

<p>1. This course taught me things that have been and/or likely will be useful to me</p> <p style="text-align: center;">~ Question Type: Likert ~ contributed by Tychonievich, Luther (lat7h)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #1a3d54; color: white;"> <th colspan="8">Results for CS-2501-001, Tychonievich, Luther</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> <tr> <td>16</td> <td>4.31</td> <td>0.79</td> <td>7 (43.75%)</td> <td>8 (50.00%)</td> <td>0 (0.00%)</td> <td>1 (6.25%)</td> <td>0 (0.00%)</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d3d3d3;"> <th colspan="8">Results for SEAS, 2000-level courses</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> <tr> <td>16</td> <td>4.31</td> <td>0.79</td> <td>7 (43.75%)</td> <td>8 (50.00%)</td> <td>0 (0.00%)</td> <td>1 (6.25%)</td> <td>0 (0.00%)</td> </tr> </table>	Results for CS-2501-001, Tychonievich, Luther								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	16	4.31	0.79	7 (43.75%)	8 (50.00%)	0 (0.00%)	1 (6.25%)	0 (0.00%)	Results for SEAS, 2000-level courses								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	16	4.31	0.79	7 (43.75%)	8 (50.00%)	0 (0.00%)	1 (6.25%)	0 (0.00%)
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16	4.31	0.79	7 (43.75%)	8 (50.00%)	0 (0.00%)	1 (6.25%)	0 (0.00%)																																										
<p>2. Which topic/lecture in this course was your favorite and why?</p> <p style="text-align: center;">~ Question Type: Short Answer ~ contributed by Tychonievich, Luther (lat7h)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #1a3d54; color: white;"> <th colspan="2">Results for CS-2501-001, Tychonievich, Luther</th> </tr> <tr> <th>Total</th> <th>Individual Answers</th> </tr> <tr> <td>16</td> <td style="text-align: center;">See below for Individual Results</td> </tr> </table> <p>I actually enjoyed the section on teaching and learning (the second session) to be my favorite because it touched on a lot of different aspects regarding the way we learn and the way ideas are effectively communicated. I hadn't really thought of many of these ideas, and I found them fascinating and useful ways of thinking about my job as a TA.</p> <p>Ask Luther Anything because Luther>>>></p> <p>The diversity lecture was the most interesting. It's hard to admit you have biases, and the topics on not highlighting stereotypes and encouraging them was helpful for me to better understand my student demographic and what might be affecting their performance.</p> <p>Teaching philosophy it was an enjoyable to hear about Thornton's philosophy on teaching, and what he thought about his own teaching.</p> <p>Problem students topic, because I was actually dealing with some during my office hours and was unsure of how to approach the situation.</p> <p>The parts on teaching philosophies and case studies were especially interesting.</p> <p>Learning about how students think and how they are affected by stress.</p> <p>Curriculum redesign was a lot of fun to discuss and helped put UVA CS in context of other CS programs in the country.</p> <p>Grading</p> <p>Course redesign and handling special cases of students</p> <p>The lecture on designing a course. It was interesting to see what goes into the course design process.</p> <p>Professor's personal teaching philosophies were interesting</p>	Results for CS-2501-001, Tychonievich, Luther		Total	Individual Answers	16	See below for Individual Results																																										
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~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

The first three done by Professor Tyconeovich were very helpful. As a first time TA, these first classes were super helpful in getting up to speed with the rest of the TA's on my staff, and a great way to meet fellow new TA's.

The Ethics lecture was very interesting - I had not considered many of the ethical (or unethical) scenarios we discussed in class.

Gamification- The idea of gamification was the most interesting to me compared to the topics of the other lectures.

I really enjoyed listening to Professor Horton's teaching philosophy. We were able to just talk freely with him, which was really cool.

3. Which topic/lecture in this class do you think you will find the most useful in the future?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

Results for CS-2501-001, Tychonievich, Luther	
Total	Individual Answers
15	See below for Individual Results

Problem students, for stated reason above. I'm also confident that "problem students" will also somehow appear in my career, perhaps as "problem employees", but the lessons learned from the lecture are pretty universally applicable.

One of the first ones where we discussed how to be fair to students. I find myself implementing the "walk a path" strategy in all my office hours.

Teaching strategies I think will be most helpful in the future.

Dealing with students

-

Probably the above mentioned diversity lecture.

I think the problem student topic was the most useful in terms of my future as a TA. I was able to actually put what I learned in practice.

Any of the lectures where we discussed different teaching methods. I think this will be useful since all students are different and learn in different ways, so it is helpful to use different teaching methods I can use.

Ethics of being a TA

How to deal with certain students, and learning more in general about how students work/learn was helpful as a new TA

Understanding how people learn.

The learning styles ones and talent oriented learning beliefs vs effort oriented learning beliefs (forgetting the actual terminology)

The section on diversity will probably be the most useful in the future. It opened my eyes to the effects that even subconscious decisions I could make as an instructor could have on the way students' learning experiences could change.

The lecture on Learning Styles will be most beneficial in the future, especially if I have any sort of job where I have to teach or explain concepts to other people.

Handling different types of students

4. What lecture/topic(s) in this class "did not work" or were not seen as useful in the long run?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

Results for CS-2501-001, Tychonievich, Luther	
Total	Individual Answers
14	See below for Individual Results

The gamifying a class was good, but was not as effective for me as I was not TA'ing a class related to that. However, it did provide some insight into how people learned and what strategies help.

I thought that all lectures were useful. The course redesign course was a bit out of the norm for a TAing course, but it gave some helpful insight into how courses are designed and why they are designed the way that they are at UVA.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

N/A

Re-designing the CS curriculum

n/a

Curriculum redesign was pretty interesting, made me appreciate the work put into designing and teaching courses, but I probably would not be able to use it for actually designing courses in the future.

Grading

The session on Unusual Students was more disheartening than helpful. It was somewhat useful information, but it really wasn't the most encouraging topic.

I'm not sure how important the curriculum redesign session will be in the future at least for TAs. Certainly, it is an important thing for people in the field of education to consider when they consider how students will go through the school, but as a TA, I feel like another lecture on teaching might have been more helpful. (Or maybe a lecture about curriculum as it is rather than curriculum redesign to get a feeling for how the classes work as a whole to get a better high-level view.)

Going over different professors pedagogies

I understand that the optional sections were meant to be interesting, but some of them, like course design, seemed to be much less helpful than others, like the one on dealing with difficult students.

It's hard to say since there were so many topics, and I liked the breadth of it.

Because I don't plan on becoming a teacher, I did not enjoy the course design topic as much. It was interesting to see how courses are designed, but I won't have to do anything with that in the future most likely.

NA

5. What would you suggest we change about this course in the future?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

Results for CS-2501-001, Tychonievich, Luther	
Total	Individual Answers
14	See below for Individual Results

Less sessions

Maybe just pay TAs instead of making them pay ("take one credit") to be a TA their first semester

Maybe have more topics on how to deal with specific situations

Maybe require more sessions :)

nothing!

I may be completely wrong about this, but I feel like it might have been better to have a little more reading (or suggested reading) associated with this course so that we could dive a little deeper into some of the topics discussed in this course if we wanted to.

Record all sessions for those that want the insight from the sessions that they cannot attend.

n/a

Probably more mention of the attendance quiz that we were required to do more early on.

I might identify which of the optional sessions are more vital to being a good TA, and make 1 or 2 of those required as well, and have fewer optional sessions.

Nothing, loved it.

NA

I wouldn't change anything.

Nothing really - it seems to work as it is.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

6. The course addressed technically rigorous subject matter consistent with the course objectives.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.00	0.55	2 (12.50%)	10 (62.50%)	2 (12.50%)	0 (0.00%)	0 (0.00%)	2 (12.50%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3306	4.38	0.73	1632 (49.36%)	1375 (41.59%)	216 (6.53%)	55 (1.66%)	17 (0.51%)	11 (0.33%)

7. The instructor used methods other than/in addition to traditional lectures (for example, active learning, in-class problems, collaborative learning, in-class discussion) effectively in this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.62	0.50	10 (62.50%)	6 (37.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3456	4.07	1.01	1361 (39.38%)	1355 (39.21%)	382 (11.05%)	218 (6.31%)	101 (2.92%)	39 (1.13%)

8. There was a reasonable level of effort expected for the credit hours received.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.25	0.68	6 (37.50%)	8 (50.00%)	2 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3312	4.14	0.94	1315 (39.70%)	1478 (44.63%)	250 (7.55%)	179 (5.40%)	79 (2.39%)	11 (0.33%)

9. The homework assignments helped me learn the subject matter.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	3.50	1.05	1 (6.25%)	2 (12.50%)	2 (12.50%)	1 (6.25%)	0 (0.00%)	10 (62.50%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3297	4.26	0.85	1442 (43.74%)	1324 (40.16%)	274 (8.31%)	106 (3.22%)	42 (1.27%)	109 (3.31%)

10. The textbook increased my understanding of the material.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	3.75	0.96	1 (6.25%)	1 (6.25%)	2 (12.50%)	0 (0.00%)	0 (0.00%)	12 (75.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3296	3.54	1.20	655 (19.87%)	839 (25.46%)	638 (19.36%)	301 (9.13%)	206 (6.25%)	657 (19.93%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

11. The course material was well organized and developed.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.44	0.63	8 (50.00%)	7 (43.75%)	1 (6.25%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3431	4.17	0.91	1412 (41.15%)	1432 (41.74%)	349 (10.17%)	166 (4.84%)	53 (1.54%)	19 (0.55%)

12. The instructor was knowledgeable about the subject matter.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.75	0.45	12 (75.00%)	4 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3441	4.57	0.67	2186 (63.53%)	1039 (30.19%)	144 (4.18%)	30 (0.87%)	17 (0.49%)	25 (0.73%)

13. The instructor was well prepared for class.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.75	0.45	12 (75.00%)	4 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3446	4.43	0.76	1889 (54.82%)	1238 (35.93%)	197 (5.72%)	65 (1.89%)	31 (0.90%)	26 (0.75%)

14. I received adequate preparation from the prior courses in the curriculum to be successful in this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.44	0.73	5 (31.25%)	3 (18.75%)	1 (6.25%)	0 (0.00%)	0 (0.00%)	7 (43.75%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3293	3.97	0.98	939 (28.52%)	1185 (35.99%)	454 (13.79%)	166 (5.04%)	75 (2.28%)	474 (14.39%)

15. The grading policy was fair.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.75	0.45	12 (75.00%)	4 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3443	4.19	0.88	1416 (41.13%)	1492 (43.33%)	322 (9.35%)	146 (4.24%)	52 (1.51%)	15 (0.44%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

16. The instructor responded adequately to in-class questions.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.81	0.40	13 (81.25%)	3 (18.75%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3442	4.36	0.81	1743 (50.64%)	1317 (38.26%)	215 (6.25%)	96 (2.79%)	39 (1.13%)	32 (0.93%)

17. The instructor effectively used technology in support of the learning goals for this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.38	0.65	6 (37.50%)	6 (37.50%)	1 (6.25%)	0 (0.00%)	0 (0.00%)	3 (18.75%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3423	4.21	0.88	1448 (42.30%)	1379 (40.29%)	358 (10.46%)	114 (3.33%)	54 (1.58%)	70 (2.04%)

18. The average number of hours per week I spent outside of class preparing for this course was:

Question Type: Multiple Choice

contributed by Office of the Provost

Results for CS-2501-001					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
16	10 (62.50%)	5 (31.25%)	1 (6.25%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3303	208 (6.30%)	1182 (35.79%)	1240 (37.54%)	414 (12.53%)	259 (7.84%)

19. I learned a great deal in this course.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.25	0.77	6 (37.50%)	9 (56.25%)	0 (0.00%)	1 (6.25%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3290	4.25	0.88	1529 (46.47%)	1262 (38.36%)	336 (10.21%)	115 (3.50%)	48 (1.46%)

20. Overall, this was a worthwhile course.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.12	0.81	5 (31.25%)	9 (56.25%)	1 (6.25%)	1 (6.25%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3299	4.18	0.95	1491 (45.20%)	1203 (36.47%)	377 (11.43%)	162 (4.91%)	66 (2.00%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

21. The course's goals and requirements were defined and adhered to by the instructor.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.62	0.50	10 (62.50%)	6 (37.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3436	4.38	0.71	1651 (48.05%)	1525 (44.38%)	195 (5.68%)	44 (1.28%)	21 (0.61%)

22. The instructor was approachable and made himself/herself available to students outside the classroom.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.50	0.63	9 (56.25%)	6 (37.50%)	1 (6.25%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3445	4.30	0.81	1630 (47.31%)	1350 (39.19%)	348 (10.10%)	90 (2.61%)	27 (0.78%)

23. Overall, the instructor was an effective teacher.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.69	0.48	11 (68.75%)	5 (31.25%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3455	4.21	0.95	1632 (47.24%)	1232 (35.66%)	355 (10.27%)	166 (4.80%)	70 (2.03%)

24. Please make any overall comments or observations about this course:

Question Type: Short Answer

contributed by Office of the Provost

Results for CS-2501-001	
Total	Individual Answers
5	See below for Individual Results

Interesting course, and I feel like it set me on the right path to being a good TA.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

I liked this course and think it's helpful for anyone who wants to be an instructor or TA. I covered most of the social topics in high school when I took a class in which I helped students with writing. But there were certainly other interesting perspectives brought up by the Professor Tychonievich that hit on other areas. Also, helping students with coding is slightly different than helping students with writing, and learning how to help students without giving away answers is a valuable skill. Some things I liked a lot: -Guest speakers: this isn't saying that Professor Tychonievich's lectures were boring or anything, but I felt that his choice to have guest speakers added interesting perspectives. Sometimes I would go to multiple lectures the same week because the topics and people presenting were different. -End of term paper: I actually found this to be kind of fun, especially since it allowed me to express certain opinions that I've developed while taking courses (and I'm very opinionated :)) -Three different times and many make-up sessions: Professor Tychonievich gave many more opportunities to get in the required sessions -Frequent discussions: hearing different perspectives and ideas from a bunch of fellow TAs was great -Tie-ins to other subjects: Professor Tychonievich must have done substantial research in psychology because he taught some of that stuff to us, which was great to hear -Not afraid to present real subject matter: some of Professor Tychonievich's lecturing on diversity and student confidence was interesting, and it was useful to better understand perspectives. I'm glad it wasn't watered down to the point it would utterly useless for us as TAs. It highlighted implicit biases that TAs need to understand and try to avoid as much as possible using real examples from research. This lecture could have gone too far in either direction, but Professor Tychonievich was very calculated in his approach so it ended up being useful. Things I think could be improved: -More required sessions: I felt that many sessions were kind of sparse, especially on Mondays. Fridays were generally (but not always) pretty full, so that was good. The class requires a lot of interaction, but the short amount of time made it difficult to accomplish a lot. I personally went pretty much every week, and sometimes more than once a week (for guests) because it was interesting. -The random short story or two: I didn't mind reading the article assigned, but I'm not a fan of reading a short story when it can be summed up in less than a minute. An article with perspective and stats is more valuable in my opinion. I wasn't really expecting much out of the course, but it ended up being better than I thought and I'm kind of glad TAs are *forced* to take it.

I thought this course was very useful in learning about the various aspects of being a TA, and what to expect.

Thanks for a great semester, really enjoyed the lectures by Professor Tyconeovich and the guest lecturers.

I came into this course thinking that I wouldn't get a lot out of it and that everything I was going to learn about TAing would be accomplished through practice rather than in this class. While I certainly learned a lot through practice that I couldn't learn in the classroom, this course far exceeded my expectations, and I found it both incredibly valuable and very engaging. It significantly changed how I viewed my job, and I appreciated the effort, candor, and advice that Prof. Tychonievich brought to this course.