

No names, please.

## EVALUATIVE FEEDBACK

Kindly rate each class topic as to its *educational value for you* on a 5-point, Likert-type scale.

	<b>Pits</b>		<b>Fair</b>		<b>Tops</b>	
Becoming an Ethical Teacher and TA (Norcross)	1	2	3	4	5	
Preparing and Structuring the Course (Norcross)	1	2	3	4	5	
Assessing Learning and Constructing Exams (Hogan)	1	2	3	4	5	
Conducting Item Analyses (Hogan)	1	2	3	4	5	
Facilitating Discussion & Lecturing Effectively (Cannon)	1	2	3	4	5	
Engendering Active Learning (Cannon)	1	2	3	4	5	
Dealing with Difficult Students (Karpiak)	1	2	3	4	5	
Using Problem-Based Learning (Karpiak)	1	2	3	4	5	
Guiding & TAing Laboratories (Cannon)	1	2	3	4	5	
Evaluating Teaching and TAing (Hogan)	1	2	3	4	5	
Assigning Grades & Detecting Cheating (Norcross)	1	2	3	4	5	
Lifelong Learning for the Teacher (Norcross)	1	2	3	4	5	

Now, kindly rate each assignment you completed this semester as to its *educational value for you*. In addition, please indicate the amount of time it took you to complete each assignment.

	<b>Pits</b>		<b>Fair</b>		<b>Tops</b>		<b>Time</b>
Ethics vignette	1	2	3	4	5	_____ mins	
Multiple-choice items	1	2	3	4	5	_____ mins	
Item analysis	1	2	3	4	5	_____ mins	
Assessment plan	1	2	3	4	5	_____ mins	
Discussion board	1	2	3	4	5	_____ mins	
Problem-based learning	1	2	3	4	5	_____ mins	
Microteaching	1	2	3	4	5	_____ mins	
Self-Reflection	1	2	3	4	5	_____ mins	

In the following sections we are requesting evaluative input as to the effectiveness of the supplementary materials (syllabus, assignments, handouts, textbooks) used in the TA seminar. We evaluate the materials you submit; now, the tables are turned. You are to "grade" the materials we used in the course. Assign an overall letter grade (A, B, C, D, or F) in each area and the items listed beneath it. Assign an A if the course material under consideration accomplishes its objectives very well, assign a C if the objectives are accomplished but without any special distinction, and use an F when the course material does not accomplish the objectives.

**Course Syllabus:** Overall Letter Grade \_\_\_\_

- \_\_\_ Describes evaluation procedures
- \_\_\_ Outlines the sequence of topics to be covered
- \_\_\_ Includes a class schedule or calendar
- \_\_\_ Lists major assignments and due dates
- \_\_\_ Contains information about the faculty members, e.g., name, office hours, phone number
- \_\_\_ Includes a statement of course objectives
- \_\_\_ Is structured so that the information is clear and easily understood
- \_\_\_ Is neatly typed without spelling or grammatical errors

**Assignments:** Overall Letter Grade \_\_\_\_

- \_\_\_ Produce meaningful and challenging learning experiences
- \_\_\_ Offer a variety of activities responsive to varying student interests and styles
- \_\_\_ Are appropriate to course objectives and content level
- \_\_\_ Are spaced at appropriate intervals in the course
- \_\_\_ Are challenging but not overwhelming
- \_\_\_ Are given with ample time to complete them

**Quizzes:** Overall Letter Grade \_\_\_\_

- \_\_\_ Contain content consistent with course objectives
- \_\_\_ Contain items written so that the intent of the questions is clear and explicit
- \_\_\_ Cover manageable amounts of material in terms of time allocated for studying it
- \_\_\_ Are of appropriate length, given the time limit of the quiz
- \_\_\_ Require analysis and application of content as opposed to regurgitation of details

**McKeachie Textbook:** Overall Letter Grade \_\_\_\_

- \_\_\_ Is of appropriate difficulty for the course
- \_\_\_ Is clearly related to course objectives
- \_\_\_ Presents content in a systematic and logical order that makes it easy to understand
- \_\_\_ Presents material interestingly so as to encourage reading
- \_\_\_ Is used in ways that show the relationship between book content and class content
- \_\_\_ Length is appropriate for the course

**Thanks for the input.**