I. Sample first day of class surveys

Debra Nolan, Statistics

I typically hand out 3X5 cards, asking students to give me the following information:

Name
Nickname (or what they want to be called in class)
Past math and stat courses
Standing (junior/senior/grad, etc)
Major/intended major
A stat/probability question that they would like to know the answer to.
Anything else that they would like to tell me

In my stat classes, I also often hand out questionnaires to the students which they answer anonymously. I ask them things like height, length of hand span, sex, time they spent watching TV last night, how much soda they drank yesterday. We use this information in the examples in the class.

Caroline Kane, MCB-Biochemistry and Molecular Biology

MCB 110L: BIOCHEMISTRY AND MOLECULAR BIOLOGY LABORATORY
MOLECULAR GENETICS DIAGNOSTIC QUIZ

NO NAMES; NO GRADES

1. What is an allele?
2. Distinguish among the following:
   - Haploid and diploid cells
   - Mitosis and meiosis
   - Transcription and translation
   - Eukaryote and prokaryote
   - Dominant and recessive alleles
   - Heterozygotes and homozygotes
3. What does it mean if two genes have a synthetic interaction?
4. If a molecule has a molecular weight of 50,000, how many picomoles are in 50,000 nanograms?
Introduction to US Classroom Culture

Srebrenka Robic, MCB

Welcome to PMB/MCB 112:
General Microbiology

Please answer the questions below to help me get to know you better.

Your NAME

Email address

Major and year in school

Are you registered for this class?

Relevant background courses

Research experience (if any)

Why are you taking this class?

What should this class NOT be like?

What else should I know about you?

What would you like to know about me?

Thanks.

Source:
II. Sample midterm course evaluations

Ole Hald
Mathematics

I always ask 3 questions:

What do you love, What do you hate, How can I help you learn better.

When TAs use this format they ask politically correct questions:

(1) Which aspect of the course is most helpful to you?
(2) Which aspect of the course is least helpful to you?
(3) Are there any suggestions you would like to make about how to improve the course?

Louise Fortmann
ESPM

I use the technique in Tools for Teaching for collecting feedback during the semester:
• 3x5 card
• answer one question on each side
• how is the class going for you?
• one concrete suggestion for improving the course.

If anything is rocky, I use this one often. Of course nothing beats turning up early and hanging out each day.

Sara McMains
Mechanical Engineering

1. What is the most important/valuable thing you have learned in this course so far?
2. What is the least important/valuable thing you have learned?
3. What, if anything, is still unclear?
4. Is the pace of lectures too fast/too slow/about right?
5. How many hours a week, on average, do you spend on E28 (including lecture, lab, HW)?
6. What suggestions do you have for improving the course?

Michelle Winn
College Writing Programs

Here is the simple mid-term evaluation I administer as an in-class journal:

1) What is helping you to learn in this class?
2) What is making learning difficult?

I got this format from the Learning and Teaching Center at the University of Hawai‘i. I like the open-endedness. Before the students begin writing, I usually go around the room and have them each contribute to a list on the chalkboard of what we do in and out of class. I tell students they can divide their response into internal and external reflections, if they’d like (e.g., their attitude vs. class assignments).

After I read the journals, I try to address trends in class and show how I’m making a couple changes based on student feedback -- oftentimes changes I’ve (secretly) already planned to implement.

UCLA Undergraduate Education
Office of Instructional Development
Mid-term Class Evaluation

This mid-term evaluation has two goals. First, I want your opinion on how the class is going and what might be improved over the rest of the semester. Second, I want to use these evaluations to practice coding as part of an in-class exercise.

This evaluation is completely anonymous. Neither I nor the GSIs will know who answered which evaluation. This evaluation is also completely voluntary. You do not have to fill out the evaluation, although I would appreciate your feedback.

The evaluation is divided into three parts: a quantitative assessment of the class, an open-ended question about the best and worst aspects of the class and a final ‘other comments’ section. I would like to use your answers in part 1 and 2 for an in-class exercise. Please mark the appropriate box if you do not want your answers used in class.

Part 1: Opinions about Class

Can I use your answers in this section for an in-class exercise?
_ Yes  _ No

Are you (please circle one):
- a Soc major
- not a Soc major/undeclared major

For each of the following statements, please circle the number that best corresponds to your opinion. The numbers go from 1, you “completely disagree” with the statement, to 5, where you “completely agree” with the statement.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Lectures are clear and organized.</td>
<td>completely disagree</td>
<td>disagree</td>
<td>neutral</td>
<td>agree</td>
<td>completely agree</td>
</tr>
<tr>
<td>b) The readings help me understand lecture material.</td>
<td>completely disagree</td>
<td>disagree</td>
<td>neutral</td>
<td>agree</td>
<td>completely agree</td>
</tr>
<tr>
<td>c) I find the class very difficult.</td>
<td>completely disagree</td>
<td>disagree</td>
<td>neutral</td>
<td>agree</td>
<td>completely agree</td>
</tr>
<tr>
<td>d) I would recommend this class to someone else.</td>
<td>completely disagree</td>
<td>disagree</td>
<td>neutral</td>
<td>agree</td>
<td>completely agree</td>
</tr>
</tbody>
</table>

Part 2: Best and Worst Aspects of the Class

Can I use your answers in this section for an in-class exercise?
_ Yes  _ No

Please list up to three things that you like BEST about this class. Please list up to three things that you like LEAST about this class.

Part 3: Other comments:

Please use this space to give any additional feedback about this class, including sections, lecture and readings. Also feel free to make suggestions to improve the class for the second half of the semester. This section will not be distributed to other students.

Source: [http://teaching.berkeley.edu/sites/default/files/sample_midterm_evals.pdf](http://teaching.berkeley.edu/sites/default/files/sample_midterm_evals.pdf)
III. Other helpful resources for International TAs

Tips for international TAs:

- [http://tap.rutgers.edu/articles/tips-for-international-tas.php](http://tap.rutgers.edu/articles/tips-for-international-tas.php)


International TA Guide from Vanderbilt University (some of the technical aspects won’t apply, but the tips are great!): [https://cft.vanderbilt.edu/guides-sub-pages/itas/](https://cft.vanderbilt.edu/guides-sub-pages/itas/)


First day of class activities that create a climate for learning: [https://www.facultyfocus.com/articles/teaching-professor-blog/first-day-of-class-activities-that-create-a-climate-for-learning/](https://www.facultyfocus.com/articles/teaching-professor-blog/first-day-of-class-activities-that-create-a-climate-for-learning/)

And if you like a little research: