

Social Sciences TA Evaluation for Scauso, Marcos Sebastian POL SCI 41A DIS 10 (67080), INTL ST 14 DIS 10 (64120), Spring Qtr 2014

Responses: 11/33 (33.33%)

ATTENDANCE

1. How often did you attend discussion sections?
 - 0 Never
 - 0 Once
 - 0 2 - 3 times
 - 1 4 - 5 times
 - 1 6 - 7 times
 - 3 8 times
 - 6 More than 8 times

2. How often did you meet with the T.A., outside of the section time, to discuss the course material?
 - 4 Never
 - 3 Once
 - 3 2 - 3 times
 - 1 4 - 5 times
 - 0 6 - 7 times
 - 0 8 times
 - 0 More than 8 times

PRESENTATION

3. T.A. was competent in course material:
 - 0 0 (N/A or Unsure)
 - 0 1 (Among Worst)
 - 0 2
 - 0 3
 - 2 4 (OK or Average)
 - 1 5
 - 1 6
 - 7 7 (Among Best)

4. T.A. was able to make presentations clearly:
 - 0 0 (N/A or Unsure)
 - 0 1 (Among Worst)
 - 0 2
 - 0 3
 - 2 4 (OK or Average)
 - 1 5
 - 0 6
 - 8 7 (Among Best)

5. T.A. was responsive to students:
 - 0 0 (N/A or Unsure)
 - 0 1 (Among Worst)
 - 0 2
 - 0 3
 - 2 4 (OK or Average)
 - 0 5
 - 2 6
 - 7 7 (Among Best)

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6. T.A. was able to integrate the lecture and discussion material:

- 0 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 0 2
- 0 3
- 2 4 (OK or Average)
- 0 5
- 2 6
- 7 7 (Among Best)

7. T.A. was present and on time for discussion sections/office hours:

- 1 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 0 2
- 0 3
- 2 4 (OK or Average)
- 1 5
- 0 6
- 7 7 (Among Best)

8. The discussion sections were useful to the success of the course:

- 0 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 0 2
- 0 3
- 2 4 (OK or Average)
- 0 5
- 2 6
- 7 7 (Among Best)

9. I would expect another course with this T.A. to be:

- 0 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 0 2
- 0 3
- 2 4 (OK or Average)
- 0 5
- 3 6
- 6 7 (Among Best)

EFFECTIVENESS

10. Rate your T.A.'s general teaching effectiveness:

- 0 Poor
- 0 Inadequate
- 0 Less than adequate
- 0 Adequate
- 2 More than adequate
- 3 Very good
- 6 Excellent

COMMENTS

11. *<No question text>*

1. What were the strongest points of the TA in discussion section or office hours?

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- Altered the discussion to what the students needed the most help with. Great class discussions.
 - Clarifying the class material and always being prepared for discussion. Professor Sudiq was often meandering in his lectures and his powerpoint were often confusing; Marcos made up for this by explaining entire concepts in a third of the time the professor did. Marcos's powerpoints were always clear and concise, he was always on time and appropriately professional, was aware of his own biases and let the class know about them too, as well he encouraged participation, and facilitated more learning in the discussions than whatever was happening during lectures
 - He is very passionate. He has comprehensive supplemental material in his power points. He discusses some real world events to relate to. He knows a lot about his material.
 - Marcos had a great sense of humor, was friendly and respectful to his students, and was well versed in the material students were supposed to handle.
 - Powerpoints that explained the most important parts of each chapter, presenting ideas that were different than the professors to help the class understand both sides of the argument, warning the class when he's being biased to encourage debate and discussion. Marcos is very passionate and excited about International Relations and that made the class a lot more enjoyable.
 - Very good notes/slides, better than the in-class lectures
 - 5 blank answer(s).
2. Do you have any recommendations for your TA that would help that person be a more effective TA in the future?
- Beyond doing what he's already doing? No, as Marcos' already very effective at what he does.
 - Find a good professor to TA for, one whose teachings are clearer so you are not left teaching the entire course to your students instead of simply augmenting their time in discussion as opposed to teaching during it.
 - Not that I can think of. Just request a room that has enough seats, because students had to sit on the floor because there weren't enough seats. It was overcrowded. Maybe ask students questions to get them talking rather than the same students answering and getting participation credit.
 - Prepare specific discussion questions instead of repeatedly asking how the class feels or what they think about something. For example, Marcos likes to ask this question, "How do you guys feel about globalization?" I think you should ask this: In what ways might globalization render the nation-state relatively weak (and is this necessarily a bad thing)?
 - 7 blank answer(s).