Student Course Evaluations and Feedback as a Teaching Assistant

Applied Qualitative Data Analysis (Master's and Ph.D. level, Spring 2024)

Questions about this Course (LPO 7500, 8500 02, 03):

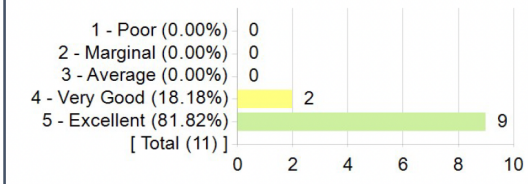
Question	This Class Section		Department (DLPO)		School (PBDY)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
This course helped me appreciate the significance of the subject matter.	4.91	0.30	4.46	0.90	4.46	0.87
The components of the course, such as class activities, assessments, and assignments, were consistent with the course goals.	4.91	0.30	4.50	0.82	4.53	0.79
The feedback I received during the course was helpful.	4.91	0.30	4.35	1.01	4.36	0.97
I felt comfortable asking questions in this course.	4.91	0.30	4.60	0.81	4.58	0.80
This course helped me consider connections between course material and other areas of my personal, academic, or professional life.	4.91	0.30	4.57	0.84	4.59	0.78
Overall, the course (LPO 7500, 8500 02, 03) was:	5.00	0.00	4.22	0.93	4.22	0.94
Compared to other classes, the amount I learned in this course was:	4.18	0.60	3.66	1.04	3.60	1.02
Compared to requirements in other classes, the workload assigned in this class was:	3.00	0.63	3.33	0.93	3.24	0.90

Overall, how effective was the instruction you received from this teaching assistant (Shirley Xu)?

Question	This Class Section		Department (DLPO)		School (PBDY)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Overall, how effective was the instruction you received from this teaching assistant (Shirley Xu)?	4.82	0.40	4.44	0.78	4.41	0.86

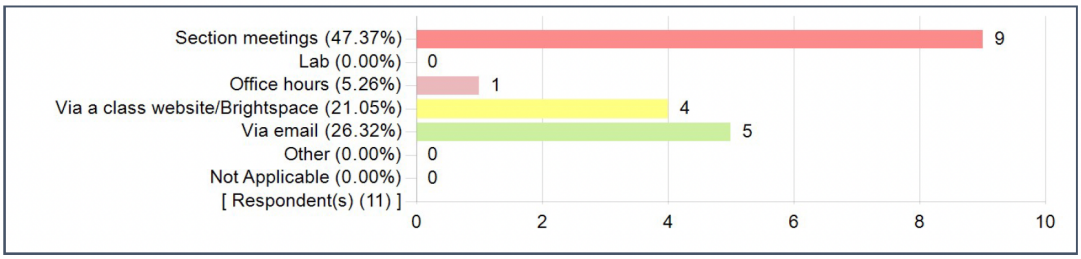
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Statistics	Value
Response Count	11
Mean	4.82
Mode	5
Standard Deviation	0.40

In what way(s) did you interact with this teaching assistant (Shirley Xu)?



What aspects of this teaching assistant's (Shirley Xu) teaching were most helpful to you?

Comments
Shirley gave great examples that applied to our current projects and her own research. It's obvious that Shirley has a teaching background and knows how to engage students in discussion. I'm not sure how involved she was in the planning processes or selection of materials, but she seemed to know what we were expected to do and was much more involved than other TAs I've had.
Her office hours during the end of class
Shirley was super helpful as she spent time with smaller groups during our consultation discussions. She was there to provide helpful feedback and guide us in answering any questions that we had regarding our projects throughout the semester. As Shirley taught sections of the course, she provided thorough explanations and allowed space for students to ask questions.
Shirley provided such great feedback when we had the workshop sessions and on the memo assignments. Her suggestions really pushed my thinking to a new level. I appreciate how constructive her feedback was. In addition, I think Shirley's how great Shirley's teaching was speaks for itself – especially during that week when Professor Russell was away. Shirley showed off her skills as a teacher and how she would make a great one if that is that path she chooses to pursue.
Shirley has been very responsive to emails, and my request to meet her during office hours. She has also provided me many constructive feedbacks to my memos. I also appreciate her answering the classmates' questions in detail when we were in doubt for some class concepts. I also like how she talks about some actual examples of her work or some stories that may be helpful for us if we are going into research in the future.
She is very attentive, answering almost every question with great expertise. I really like that she is around to help us in the process of learning and writing the memos and the final paper. She definitely helps a lot.
The discussion and presentation of weekly readings were very clear and helpful.
Feedback on memos were always helpful and constructive!
Shirley would co–lead or independently lead activities for the class in an effective manner, and her prior experience as an English teacher was very helpful to navigate answering questions and ideas from the research papers we read and discussed in class. Shirley gave well–placed feedback on assignments that was helpful for my progress moving forward.
Many times, Shirley shared a very effective example or consideration from her own research experiences which helped me—and the class, I felt—reach a deeper level of understanding about qualitative analysis. Jen and Shirley so effectively demystified the "black box" of qualitative data analysis. I would recommend this class to anyone looking to take an applied qualitative analysis course!

How can this teaching assistant's (Shirley Xu) teaching be improved?

Comments
Sometimes her presentations felt more dense than what we were able to understand in the limited time. I think these could be reduced and extra resources provided later.
Teaching even more
I can't think of anything!
Maybe set a fixed office hour? Like one hour every week, to avoid frequent scheduling emails?
n/a
N/A
This only happened once and was very understandable! Only one time and recently, Shirley was lecturing on a reading for several minutes and I realized that I and many students around me weren't sure what article she was talking about. We realized later it was a reading from several weeks ago and not one that we had read for that week, which may have caused the confusion. Very minimal scaffolding at the beginning of the discussion may have helped here to know what article we were supposed to be reflecting on and why we were doing that.