Georgia Institute of Technology



Spring 2018, MATH 1552 Integral Calculus Section G4 Instructor: Mckean, Stephen (Additional)

There were: 29 possible respondents.

| Question Text | N | RR | Interpol. Median | Lab TA | Recitation TA | Grade / Test | Office Hours | Other | |
|-----------------------------------|----|-----|---------------------|-----------------------|------------------|-----------------|-----------------|------------------------|-----|
| 25 TA: Role | 25 | 86% | | 0 | 25 | 12 | 12 | 0 | |
| | | | | 5 Exceptional | 4 | 3 | 2 | 1 Very Poor | N/A |
| 27 TA: Oral communication | 25 | 86% | 4.9 | 21 | 4 | 0 | 0 | 0 | 0 |
| 28 TA: Written communication | 25 | 86% | 4.9 | 21 | 4 | 0 | 0 | 0 | 0 |
| | | | | 5 Strongly Agree | 4 | 3 | 2 | 1 Strongly Disagree | N/A |
| 29 TA: Explained concepts clearly | 25 | 86% | 4.9 | 20 | 4 | 1 | 0 | 0 | 0 |
| 30 TA: Concept familiarity | 25 | 86% | 5 | 24 | 1 | 0 | 0 | 0 | 0 |
| | | | | 5 Exceptional | 4 | 3 | 2 | 1 Very Poor | N/A |
| 31 TA: Respect for students | 25 | 86% | 5 | 25 | 0 | 0 | 0 | 0 | 0 |
| | | | | 5 Extremely Enthus | 4 | 3 | 2 | 1 Detached | N/A |
| 32 TA: Attitude about teaching | 25 | 86% | 5 | 24 | 1 | 0 | 0 | 0 | 0 |
| | | | | 5 Made Me Eager | 4 | 3 | 2 | 1 Ruined Interest | N/A |
| 33 TA: Stimulated interest | 25 | 86% | 4.7 | 16 | 9 | 0 | 0 | 0 | 0 |
| | | | | 5 Strongly Agree | 4 | 3 | 2 | 1 Strongly Disagree | N/A |
| 34 TA: Approachability | 25 | 86% | 5 | 23 | 2 | 0 | 0 | 0 | 0 |
| | | | | 5 Extremely Well | 4 | 3 | 2 | 1 Completely Unprep | N/A |
| 35 TA: Preparedness | 25 | 86% | 5 | 24 | 1 | 0 | 0 | 0 | 0 |
| | | | | 5 Exceptional | 4 | 3 | 2 | 1 Very Poor | N/A |
| 36 TA: Classroom management | 25 | 86% | 4.8 | 19 | 6 | 0 | 0 | 0 | 0 |
| 37 TA: Engaged students | 25 | 86% | 4.8 | 19 | 4 | 1 | 1 | 0 | 0 |

| | | | | | 5 Strongly Agree | 4 | 3 | 2 | 1 Strongly Disagree | N/A | | |
|----|---------------------------|----|-----|---|---------------------|-----|-----|-------|------------------------|-----------|-----------|-----|
| 38 | TA: Overall effectiveness | 24 | 83% | 5 | 22 | 2 | 0 | 0 | 0 | 0 | | |
| | | | | | 1-3 | 4-6 | 7-9 | 10-12 | 13-15 | 16- 18 | 19- 21 | 22+ |
| | Classes this semester | 26 | 90% | | 1 | 24 | 1 | 0 | 0 | 0 | 0 | 0 |

Text Responses

TA: Greatest strength

Explanations that did not simply give answers, but helped improve student learning. Such a great TA!

Very enthusiastic and knew calculus very well. Always willing to help and made time for his students. Wanted to be there teaching and explained problems really well and made sure we understood

Stephen is hands down the best TA I've had at Tech. He clearly loves what he does and goes above and beyond what I expected of him. I would go to his office hours when my lab let out early, and he almost always stayed late, answering everyone's questions. Truly lucked out in having him as my TA. I would love to have him again.

Very easy to understand and helpful

How he helped students through the worksheets and wouldn't let them leave without a good understanding.

Great ability at explaining problems and concepts

doing examples with the class to make sure we understood the concept

Stephen had an ability to teach the material very similar to Grodzinzky, in a method that was the same each time, and taught the importance in understanding each step as well.

Very nice and respected his students.

Availability, always open to meet and discuss topics.

Very approachable and helpful

Ability to explain concepts in more than one way, and always check to see if students were understanding the material. If we were not, he would figure out which step he lost the majority of the class and try to explain the step in a different way.

Understanding Students perspective on difficult topics. He ws able to communicate processes of problems effectively.

His ability to take material from the lecture and explain it while working through the recitation problems

Great vibe within the classroom

The TA was able to go through each topic clearly and work examples in a very clever way.

Always knowledgeable, excited to help, and glad to give tips or explain what needs to be explained.

TA: Improvements

Sometimes his explanations were a little too thorough, in that he went so in depth that he lost me a little along the way. Staying strict to the scope of the course would maybe make things a little easier.

None

The fact group work wasn't really facilitated, but that was more on the part of awkward students.

Time management to get more problems done in recitation

I'll let you know when i find one.

don't write slanted.

Ability to keep students concentrated on topics.

Sometimes when I simple question was asked, the answer would be long and drawn out when it could have been shortened.

Making active participation in class. For example making sure people are seated in enough space.

Nothing I can think of, Stephen is amazing

Reminds me of Hank Green.

TA: General comments

He would make such a great teacher, he really added his own twist on recitation. Great at guided learning. SO AWESOME!!!

Please TA for 1553 that would be amazing.

Did a really great job!

Good Job, be a professor already!

Really supplemented my learning outside of lecture. Thanks!

Great TA, would enjoy having him as a TA again!

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Great to learn from and meet as a person.