

## Astronomy 375 - Fall 2014 Mid-semester Evaluation

I would like to get your feedback on how AY375 has been so far so I can improve it in the future. Please answer as honestly as you can. The evaluation is anonymous.

This form is also intended to serve as an example of the sorts of questions you might consider asking your students on your own midsemester evaluation. (Note, however, that this is significantly longer than what you'd have time for during a 50-minute section.)

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Has AY 375 been useful to you in your teaching so far? If yes, please provide some specific examples of content, advice, or activities you've found particularly useful. If no, give a brief explanation of why you feel it hasn't been helpful.

Where and how should we focus our time (put anything not mentioned here below in the blank space)?

	Time spent			Group type
Discussing past sections:	less	same	more	Large / small
Aaron lecturing or explaining:	less	same	more	Large / small?
Discussions (of <i>e.g.</i> homework assignments):	less	same	more	Large / small
In-class activities ( <i>e.g.</i> creating rubrics):	less	same	more	Large / small

Fill in the following table by checking the box if the description at left applies to the topic at top. Feel free to check more than one box per column or per row.

	Lesson Plans	Teaching resources	Lecturing & Boardwork	Group work / Worksheet Design	Connecting with your students	Demos	Writing quiz, & exam questions	Grading Rubrics	Teaching Philosophy	Taking Student Questions
This topic is <i>important</i> for AY 375 to cover										
Our treatment of the topic was <i>useful</i>										
I find this topic <i>interesting</i>										
We didn't cover this until after I really needed it										
I haven't yet had a chance to apply what was taught here										
I disagree strongly with Aaron's opinion on this topic										
Can we please revisit this?!!										

If you would like to further explain any of your responses, please do so here:

Please rate the course overall on a negative logarithmic flux scale where “0” indicates the brightness of  $\alpha$  Lyrae, which is to be understood as a boring nearby star of very little interest to anyone (*i.e.* the course is awful), and “-10” indicates a spectacularly bright and awe-inspiring Galactic supernova (*i.e.* the course is awesome).

I'd like to hear any comments you may have regarding the two-day “boot camp” before the semester started. Did it cover too much or not enough? Was it useful? How could it be

more useful? If you were unable to attend the bootcamp, draw a face representing how you feel today.

Other 300-level courses involve a lot of reading and discussing of pedagogical research. In AY375, I have tried to take a more pragmatic approach, summarizing some of the key findings from the literature and making assignments that are meant to develop skills you can then employ in your sections and future courses. Do you appreciate this more practical approach, or would you rather have more assignments involving pedagogy reading?

Circle your preferred method of interaction/group work in class:

Individual work and then sharing with the class,	class-wide discussions with powerpoint slides,
individuals at the board presenting,	small group work followed by class discussion,
no group work at all	

I have been inviting seasoned GSIs to visit AY375 and talk about their experiences in different courses and different teaching contexts. Has this been useful or interesting discussions for you?

List one strength and one area of improvement for Aaron.

Stength

To Improve

If Aaron was cast in a movie, what characters would he play (the movie can already exist or be made up)?

Please provide any other suggestions, comments, criticisms, compliments, scathing insults, witty retorts, favorite SNL Jeopardy quotes, movie/music/tv show recommendations, etc. OR... a picture of your childhood pet in a spacesuit.