

## Student Teaching Evaluations

Melanie Johnson-Moxley

Following are some of the results from student teaching evaluations completed between 1990 and 1998, the earliest at The Ohio State University and the remainder at the University of Missouri-Columbia. Both universities used a five-tier evaluation system. In the following summaries, a “positive” evaluation is counted as the top two tiers (Excellent/Strongly Agree and Quite Good/Agree). The middle tier (Satisfactory/Neutral) is not included in the positive evaluation total, but considered neutral. Copies of full statistical results and handwritten comment sheets cited herein are available.

### COURSES TAUGHT INDEPENDENTLY

#### Fall 1998 \* University of Missouri-Columbia

Introduction to Logic, course instructor

25 respondents

Total Positive		Excellent	Quite Good
100%	Instructor’s <b>organization of the course</b>	86%	14%
100%	<b>Opportunity to ask questions</b>	83%	17%
96%	Instructor’s <b>explanations</b>	57%	39%
96%	Instructor’s <b>contribution to your ability</b>	70%	26%
96%	Use of <b>examples and illustrations</b>	64%	32%
91%	Contribution of <b>examinations</b> to understanding	48%	43%
100%	Instructor’s <b>enthusiasm</b>	78%	22%
100%	<b>Answers to student questions</b>	74%	26%
96%	<b>Availability</b> of extra help when needed	64%	32%
83%	Instructor’s <b>interest in whether students learned</b>	61%	22%
91%	<b>Amount you learned</b> in the course	43%	48%
91%	Clarity of <b>student responsibilities and requirements</b>	61%	30%
96%	General evaluation: <b>course as a whole</b>	39%	57%
96%	General evaluation: <b>overall teaching effectiveness</b>	64%	32%

#### Student Comment FS98-1

I believe everything you do in your course is very good. You can tell you enjoy teaching, so it makes it easier to enjoy learning.

#### Student Comment FS98-2

I thought the subject was very interesting. The hand-outs were very clear and extremely helpful. You seemed to genuinely care about whether or not we were learning and you had fun examples. Learning games (like Battle of the Logicians) were great in that they were a nice break from the routine and were fun, while we learned. I also liked discussion group days, so we could say what we thought and also hear what others thought. Things like that help me to remember better.... I can honestly say that you are the best educator I have encountered here and I have had some great ones! I liked this class so much, I’m thinking about minoring in Philosophy.

**Fall 1998 \* University of Missouri-Columbia**  
**Honors Introduction to Logic**, course instructor  
 20 respondents

Total Positive		Excellent	Quite Good
100%	Instructor's <b>organization of the course</b>	75%	25%
94%	<b>Opportunity to ask questions</b>	83%	11%
89%	Instructor's <b>explanations</b>	63%	26%
94%	Instructor's <b>contribution to your ability</b>	47%	47%
100%	Use of <b>examples and illustrations</b>	70%	30%
80%	Contribution of <b>examinations</b> to understanding	65%	15%
100%	Instructor's <b>enthusiasm</b>	80%	20%
100%	<b>Answers to student questions</b>	60%	40%
83%	<b>Availability</b> of extra help when needed	61%	22%
90%	Instructor's <b>interest in whether students learned</b>	65%	25%
90%	Clarity of <b>student responsibilities and requirements</b>	60%	30%
95%	General evaluation: <b>overall teaching effectiveness</b>	55%	40%

Student Comment FS98-H-1

I loved the microjournals- gave me a chance to express some thoughts that I didn't get a chance to in class. The Fallacy Feud™ was also great... I liked your presentation style- calm, cool, and collected. Loved the class—you made my top 5 instructors list for my college career! Want to teach my math classes?

Student Comment FS98-H-2

The instructor was extremely well-organized and enthusiastic about the course material. Obviously, a lot of work went into the preparation of every lecture. Also, the online webpage was excellent and I utilized it often.

Student Comment FS98-H-3

The enthusiasm was excellent. I really enjoyed the creative thoughts encouraged.... The presentations were marvelous. I enjoyed the creative thought as a result. The Battle of the Logicians and the Fallacy Feud are excellent games.... This class is probably the best class in my academic career (5 ½ years!)

Student Comment FS98-H-4

Liked that we had homework assignments; these aided by giving "hands-on" experience to the ideas discussed in class plus helps our grades. Instructor was extremely well prepared and organized. Handouts were easy to understand for us "nonphilosophers" and helped to clarify readings. Game days were fun and made the class less tense (that plus group projects helped us to get to know our classmates).

**Summer 1998 \* University of Missouri-Columbia****Introduction to Logic**, course instructor

10 respondents

Total		Excellent	Quite Good
100%	Instructor's <b>organization of the course</b>	90%	10%
90%	<b>Opportunity to ask questions</b>	90%	0%
100%	Instructor's <b>explanations</b>	40%	60%
100%	Instructor's <b>contribution to your ability</b>	60%	40%
100%	Use of <b>examples and illustrations</b>	70%	30%
100%	Contribution of <b>examinations</b> to understanding	70%	30%
100%	Instructor's <b>enthusiasm</b>	80%	20%
100%	<b>Answers to student questions</b>	80%	20%
88%	<b>Availability</b> of extra help when needed	44%	44%
100%	Instructor's <b>interest in whether students learned</b>	60%	40%
90%	Clarity of <b>student responsibilities and requirements</b>	70%	20%
80%	General evaluation: <b>course as a whole</b>	50%	30%
80%	General evaluation: <b>overall teaching effectiveness</b>	60%	20%

## Student Comment SS98-1

I have not had any sort of class in seven years. The main reason I took this course is because it fit into my work schedule. I am quite pleased it work[ed] out that way. Melanie was a great teacher to start my college education with. Melanie was always helpful with any problems or questions.

## Student Comment SS98-2

I thought Melanie was a great instructor! Not only is she highly competent, but her dedication and commitment to make the class enjoyable is greatly appreciated. Thank you!

**Winter Semester 1998 \* University of Missouri-Columbia****Introduction to Logic**, course instructor

17 respondents

Total		Excellent	Quite Good
100%	Instructor's <b>organization of the course</b>	71%	29%
100%	<b>Opportunity to ask questions</b>	82%	18%
83%	Instructor's <b>explanations</b>	65%	18%
94%	Instructor's <b>contribution to your ability</b>	44%	50%
94%	Use of <b>examples and illustrations</b>	59%	35%
82%	Contribution of <b>examinations</b> to understanding	47%	35%
100%	Instructor's <b>enthusiasm</b>	82%	18%
100%	<b>Answers to student questions</b>	65%	35%
93%	<b>Availability</b> of extra help when needed	33%	60%
88%	Instructor's <b>interest in whether students learned</b>	35%	53%

<b>88%</b>	Clarity of <b>student responsibilities and requirements</b>	53%	35%
<b>94%</b>	General evaluation: <b>course as a whole</b>	47%	47%
<b>94%</b>	General evaluation: <b>overall teaching effectiveness</b>	59%	35%

#### Student Comment WS98-1

Melanie was a very good instructor. She was very open to our questions and encouraged us to ask questions until we understood. If perhaps that would take too long, she would offer her office hours as another solution. I dreaded taking this class (simply because of the name of it- Logic/Philosophy) but I really ended up enjoying it and I learned a lot in the process!

#### Student Comment WS98-2

I liked the fact that there was information on the web. On that same note I'm glad that you did not rely on the class getting that information off of the web. I liked the discussions and in class assignments. I think the teacher is really cool and she should be able to teach this class as long as she wants.

#### Student Comment WS98-3

I enjoyed the entire class atmosphere. The handouts that you put together truly clarified for us our requirements and allowed us to focus on the important aspects of the course. I believe that since you treated us as college students who are responsible for their own actions it added to the amount that I took away from the class. I wanted to come to your class regardless of any quiz[es] or homework not being taken on a particular day. Keep up the great work and organization.

### Winter 1998 \* University of Missouri-Columbia Honors Introduction to Logic, course instructor 17 respondents

Total		Excellent	Quite Good
<b>100%</b>	Instructor's <b>organization of the course</b>	88%	12%
<b>100%</b>	<b>Opportunity to ask questions</b>	88%	12%
<b>100%</b>	Instructor's <b>explanations</b>	82%	18%
<b>94%</b>	Instructor's <b>contribution to your ability</b>	59%	35%
<b>100%</b>	Use of <b>examples and illustrations</b>	88%	12%
<b>100%</b>	Contribution of <b>examinations</b> to understanding	69%	31%
<b>100%</b>	Instructor's <b>enthusiasm</b>	94%	6%
<b>100%</b>	<b>Answers to student questions</b>	76%	24%
<b>93%</b>	<b>Availability</b> of extra help when needed	60%	33%
<b>100%</b>	Instructor's <b>interest in whether students learned</b>	65%	35%
<b>89%</b>	<b>Amount you learned</b> in the course	24%	65%
<b>100%</b>	Clarity of <b>student responsibilities and requirements</b>	76%	24%
<b>100%</b>	General evaluation: <b>course as a whole</b>	53%	47%
<b>94%</b>	General evaluation: <b>overall teaching effectiveness</b>	65%	29%

### Student Comment WS98-H-1

I liked how Melanie was enthusiastic about teaching and how she always seemed optimistic and in a good mood in class. The material was good and easy to follow, and the handouts (although they accumulated into a huge mass) served as great tools for study. I liked the grading style also.

### Student Comment WS98-H-2

Very well organized. We always knew what was going on. Good examples were used. I liked the bonus questions on the quizzes and tests, it made me read and study everything. The extra handouts were very helpful when it was time to study. It made me feel very organized. I really enjoyed this class.

### Fall 1997 \* University of Missouri-Columbia

**Introduction to Logic**, course instructor

25 respondents

Total Positive		Excellent	Quite Good
91%	Instructor's <b>organization of the course</b>	87%	4%
100%	<b>Opportunity to ask questions</b>	96%	4%
100%	Instructor's <b>explanations</b>	74%	26%
91%	Instructor's <b>contribution to your ability</b>	68%	23%
95%	Use of <b>examples and illustrations</b>	78%	17%
96%	Contribution of <b>examinations</b> to understanding	82%	14%
100%	Instructor's <b>enthusiasm</b>	87%	13%
100%	<b>Answers to student questions</b>	91%	9%
95%	<b>Availability</b> of extra help when needed	57%	38%
100%	Instructor's <b>interest in whether students learned</b>	73%	27%
87%	Clarity of <b>student responsibilities and requirements</b>	57%	30%
82%	General evaluation: <b>course as a whole</b>	43%	39%
100%	General evaluation: <b>overall teaching effectiveness</b>	82%	18%

### Student Comment FS97-1

Open discussion of the material being learned was particularly useful. An engaging atmosphere to freely discuss topics as opposed to straight lecture made the class interesting and very enjoyable. Everyday application examples were often used to describe the material, which made the material more understandable. Logic has so much usefulness in everyday experience as opposed to solely being written text, so that was great to be able to see this done. Teacher had overwhelming enthusiasm in teaching... a superb job!!

### Student Comment FS97-2

This was an excellent class. Melanie is a great instructor. Her organization of the class and effort she put into it was amazing. I have had very few teachers who can match her in clarity of teaching and organization. She was very understanding and helpful, and easily available. The class as a whole was great, largely on the part of the instructor.

### Student Comment FS97-3

Very organized and good at informing students of what we needed to do or what was coming up (class schedule). Very good with explanations. Took a lot of time to answer questions thoroughly and help students. Made it interesting with occasional days of discussions, group (team) exercises, and video. Handouts were great, because we could spend more time listening and discussing instead of being busy writing. Can't think of anything that needs to be added or changed. (Good class)

### Student Comment FS97-4

Ms. Johnson knew exactly what she was teaching. Her enthusiasm is unbelievable. She is the best instructor I have encountered on this campus since I have been here. Keep up the good work on helping students learn and succeed.

### Fall 1997 \* University of Missouri-Columbia Honors Introduction to Logic, course instructor 19 respondents

Total Positive		Excellent	Quite Good
95%	Instructor's <b>organization of the course</b>	58%	37%
100%	<b>Opportunity to ask questions</b>	95%	5%
100%	Instructor's <b>explanations</b>	58%	42%
95%	Instructor's <b>contribution to your ability</b>	74%	21%
100%	Use of <b>examples and illustrations</b>	84%	16%
94%	Contribution of <b>examinations</b> to understanding	56%	38%
100%	Instructor's <b>enthusiasm</b>	79%	21%
95%	<b>Answers to student questions</b>	74%	21%
88%	<b>Availability</b> of extra help when needed	41%	47%
89%	Instructor's <b>interest in whether students learned</b>	63%	26%
84%	<b>Amount you learned</b> in the course	26%	58%
89%	Clarity of <b>student responsibilities and requirements</b>	63%	26%
95%	General evaluation: <b>course as a whole</b>	53%	42%
91%	General evaluation: <b>overall teaching effectiveness</b>	68%	23%

### Student Comment FS97-H-3

The course was absolutely wonderful! I learned more here than in any other class. It was great to be asked to think and speak up in a receptive environment.

### Student Comment FS97-H-1

Mrs. Moxley was very enthusiastic and I enjoyed her class very much. The different ideas expressed in the Weird Thoughts book really intrigued me. She always encouraged questions and input from the students. I hope to take another class with her as a teacher in the future!

Student Comment FS97-H-2

The use of handouts was fantastic. In fact, they were much more useful than the book! I feel that these were an asset to learning philosophy. Melanie was patient, kind, does a good job incorporating individual thought. She uses good directing questions and provokes excellent discussion. An A+ of a teacher!

**Winter 1995 \* University of Missouri-Columbia**

**Introduction to Logic**, course instructor

35 respondents

Total Positive		Excellent	Quite Good
<b>90%</b>	Instructor's <b>organization of the course</b>	42%	48%
<b>97%</b>	<b>Opportunity to ask questions</b>	87%	10%
<b>91%</b>	Instructor's <b>explanations</b>	47%	44%
<b>88%</b>	Instructor's <b>contribution to your ability</b>	38%	50%
<b>97%</b>	Use of <b>examples and illustrations</b>	45%	52%
<b>88%</b>	Contribution of <b>examinations</b> to understanding	50%	38%
<b>88%</b>	Instructor's <b>enthusiasm</b>	41%	47%
<b>94%</b>	<b>Answers to student questions</b>	63%	31%
<b>90%</b>	<b>Availability</b> of extra help when needed	62%	28%
<b>91%</b>	Instructor's <b>interest in whether students learned</b>	47%	44%
<b>88%</b>	<b>Amount you learned</b> in the course	23%	65%
<b>91%</b>	Clarity of <b>student responsibilities and requirements</b>	41%	50%
<b>81%</b>	General evaluation: <b>course as a whole</b>	29%	52%
<b>94%</b>	General evaluation: <b>overall teaching effectiveness</b>	41%	53%

Student Comment WS95-1

Although I had preconceptions of logic as being uncongenial to creativity, the instructor for the course encouraged original thought and student feedback as well as being attentive to our knowledge of logic.

**Winter 1995 \* University of Missouri-Columbia**

**Honors Introduction to Logic**, course instructor

25 respondents

Total Positive		Excellent	Quite Good
<b>92%</b>	Instructor's <b>organization of the course</b>	71%	21%
<b>100%</b>	<b>Opportunity to ask questions</b>	100%	0%
<b>100%</b>	Instructor's <b>explanations</b>	86%	14%
<b>100%</b>	Instructor's <b>contribution to your ability</b>	79%	21%
<b>100%</b>	Use of <b>examples and illustrations</b>	93%	7%
<b>92%</b>	Contribution of <b>examinations</b> to understanding	50%	42%

<b>100%</b>	Instructor's <b>enthusiasm</b>	93%	7%
<b>100%</b>	<b>Answers to student questions</b>	79%	21%
<b>92%</b>	<b>Availability</b> of extra help when needed	75%	17%
<b>100%</b>	Instructor's <b>interest in whether students learned</b>	71%	29%
<b>93%</b>	<b>Amount you learned</b> in the course	29%	64%
<b>92%</b>	Clarity of <b>student responsibilities and requirements</b>	71%	21%
<b>92%</b>	General evaluation: <b>course as a whole</b>	71%	21%
<b>100%</b>	General evaluation: <b>overall teaching effectiveness</b>	79%	21%

#### Student Comment WS95-H-1

[In response to: what aspects of the teaching or content of this course do you feel were especially good?] Her instruction and enthusiasm. You can tell she loves this and she wants to be here teaching us. That is the important part.

#### Fall 1994 \* University of Missouri-Columbia

**Introduction to Logic**, course instructor

25 respondents

Total Positive		Excellent	Quite Good
<b>100%</b>	<b>Opportunity to ask questions</b>	74%	26%
<b>95%</b>	Instructor's <b>explanations</b>	65%	30%
<b>87%</b>	Instructor's <b>contribution to your ability</b>	52%	35%
<b>87%</b>	Use of <b>examples and illustrations</b>	58%	29%
<b>87%</b>	Contribution of <b>examinations</b> to understanding	48%	39%
<b>96%</b>	Instructor's <b>enthusiasm</b>	67%	29%
<b>96%</b>	<b>Answers to student questions</b>	54%	42%
<b>87%</b>	Instructor's <b>interest in whether students learned</b>	29%	58%
<b>87%</b>	Clarity of <b>student responsibilities and requirements</b>	26%	61%
<b>82%</b>	General evaluation: <b>overall teaching effectiveness</b>	43%	39%

#### Student Comment FS94-1

I really enjoyed the class. The material was always presented thoroughly until all could understand before moving to the next topic. It was nice to have a teacher concerned with learning rather than a schedule/syllabus outline. And while this class is not a requirement for me, I really enjoyed it and do not consider it at all a waste of time; on the contrary I have recommended it to several friends. I also want to tell you that your class prompted a "logical argument of the week" on our board. This is a class I will remember for some time!

#### Student Comment FS94-2

Melanie was excellent at explaining and defining the terms and methods we used to analyze arguments. She made it seem simple, as if we had always known how to do it! The handouts she provided and her lectures were always in line with what we were tested over, and she always gave time for questions and answers. I really enjoyed this class, whereas friends of mine in other sections found it incredibly difficult and did not like it.

**Fall 1994 \* University of Missouri-Columbia**  
**Honors Introduction to Logic**, course instructor  
 12 respondents

Total Positive		Excellent	Quite Good
100%	<b>Opportunity to ask questions</b>	83%	17%
83%	Instructor's <b>explanations</b>	83%	0%
92%	Instructor's <b>contribution to your ability</b>	67%	25%
75%	Use of <b>examples and illustrations</b>	75%	0%
75%	Contribution of <b>examinations</b> to understanding	67%	8%
100%	Instructor's <b>enthusiasm</b>	92%	8%
91%	<b>Answers to student questions</b>	83%	8%
100%	<b>Availability</b> of extra help when needed	60%	40%
91%	Instructor's <b>interest in whether students learned</b>	58%	33%
91%	Clarity of <b>student responsibilities and requirements</b>	58%	33%
75%	General evaluation: <b>course as a whole</b>	33%	42%
91%	General evaluation: <b>overall teaching effectiveness</b>	58%	33%

Student Comment FS94-H-1

I liked the discussion sessions and when we applied our topics to recent and life oriented topics- such as our discussions of the Simpson trial, and our recent discussions of knowledge, [symbols] of communication and truth.

Student Comment FS94-H-2

The handouts were great- they summarized the course material well and made studying a breeze! There was a strong student-teacher relationship that made things enjoyable. This was in large part due to the non-authoritarian stance you took! It was a nice change from other philosophy teachers. Thanks. I really loved the micro-journals. They helped make the dry logical part of the course very "philosophical." I actually enjoyed doing them, believe it or not.

**Summer 1994 \* University of Missouri-Columbia**  
**Introduction to Logic**, course instructor  
 11 respondents

Total Positive		Excellent	Quite Good
91%	Instructor's <b>organization of the course</b>	91%	0%
100%	<b>Opportunity to ask questions</b>	70%	30%
90%	Instructor's <b>explanations</b>	90%	0%
100%	Instructor's <b>contribution to your ability</b>	60%	40%
100%	Use of <b>examples and illustrations</b>	73%	9%
100%	Contribution of <b>examinations</b> to understanding	27%	73%
100%	Instructor's <b>enthusiasm</b>	90%	10%
82%	<b>Answers to student questions</b>	64%	18%
100%	<b>Availability</b> of extra help when needed	70%	30%

<b>100%</b>	Instructor's <b>interest in whether students learned</b>	55%	45%
<b>90%</b>	<b>Amount you learned</b> in the course	60%	30%
<b>100%</b>	Clarity of <b>student responsibilities and requirements</b>	45%	55%
<b>91%</b>	General evaluation: <b>course as a whole</b>	64%	27%
<b>91%</b>	General evaluation: <b>content of course</b>	18%	73%
<b>91%</b>	General evaluation: <b>overall teaching effectiveness</b>	64%	27%

#### Student Comment SS94-1

Melanie is a very fair teacher and is always giving good examples for us to learn by. I was actually excited to come to class. She has put herself on a student level, she isn't intimidating and I really enjoyed her. She put a lot of time and effort into this class and I respect her methods of teaching! Great class.

#### Student Comment SS94-2

I think what I liked best about this class was the relaxed atmosphere she presented. She planned out the course well in terms of time and stuck with the plan without needing to rush or make things dull. I also enjoyed applying the concepts we learned to everyday life. This isn't something I expected to happen; it was a pleasant surprise. I'm referring specifically to fallacies—what people do when they argue which isn't really fair or relevant. In my major, I see quite a bit of arguing, and so it was worthwhile. Overall, I enjoyed this class and would recommend her as the teacher.

#### Winter 1994 \* University of Missouri-Columbia

**Introduction to Logic**, course instructor

63 respondents

Total Positive		Excellent	Quite Good
<b>97%</b>	Instructor's <b>organization of the course</b>	75%	22%
<b>99%</b>	<b>Opportunity to ask questions</b>	92%	7%
<b>96%</b>	Instructor's <b>explanations</b>	78%	18%
<b>98%</b>	Instructor's <b>contribution to your ability</b>	76%	22%
<b>97%</b>	Use of <b>examples and illustrations</b>	82%	15%
<b>97%</b>	Contribution of <b>examinations</b> to understanding	79%	18%
<b>100%</b>	Instructor's <b>enthusiasm</b>	94%	6%
<b>98%</b>	<b>Answers to student questions</b>	80%	18%
<b>81%</b>	<b>Availability</b> of extra help when needed	51%	30%
<b>100%</b>	Instructor's <b>interest in whether students learned</b>	77%	23%
<b>86%</b>	<b>Amount you learned</b> in the course	37%	49%
<b>96%</b>	Clarity of <b>student responsibilities and requirements</b>	63%	33%
<b>98%</b>	General evaluation: <b>course as a whole</b>	48%	50%
<b>97%</b>	General evaluation: <b>overall teaching effectiveness</b>	73%	24%

Student Comment WS94-1

Melanie is so organized. She's very receptive to how will her students understand the material, and she's patient enough to explain it over and over until everyone understands. She reminds us of her office hours often and is always available right after class which is very helpful! I understand that many other sections teach deduction first. I think Melanie's approach of concentrating on induction [first] made the class more useful as far as applying this stuff to daily life.

Student Comment WS94-2

Melanie did a great job of creating a warm relationship w[ith] the students. She encouraged us and sparked interest. This class made up my mind on a major. Excellent course. What else are you teaching???

**Fall 1993 \* University of Missouri-Columbia**

**Introduction to Logic**, course instructor

64 respondents (combines two sections)

Total Positive		Excellent	Quite Good
93%	Instructor's <b>organization of the course</b>	67%	26%
97%	<b>Opportunity to ask questions</b>	76%	21%
95%	Instructor's <b>explanations</b>	67%	28%
92%	Instructor's <b>contribution to your ability</b>	50%	42%
94%	Use of <b>examples and illustrations</b>	70%	24%
90%	Contribution of <b>examinations</b> to understanding	55%	35%
94%	Instructor's <b>enthusiasm</b>	62%	32%
97%	<b>Answers to student questions</b>	62%	35%
84%	<b>Availability</b> of extra help when needed	42%	42%
97%	Instructor's <b>interest in whether students learned</b>	61%	36%
86%	Clarity of <b>student responsibilities and requirements</b>	43%	43%
90%	General evaluation: <b>course as a whole</b>	43%	47%
91%	General evaluation: <b>overall teaching effectiveness</b>	58%	33%

Student comment FS93-1:

The material could be applied to everyday situations. It was interesting to understand. I sincerely feel that my instructor was definitely one of the best instructors I have had in my life. She really explained things very well, made it non-intimidating to ask questions, and really seemed to be interested in students' doing well. The handouts were extremely helpful.

Student comment FS93-2:

The handouts help to organize the info. And took a lot of time on her part. – Great. Examples were offered for everything, often they were unique so they stuck in my head. Homework was always directly related to the class material. The lecture had good content as a whole. I am very glad that I took this class, and that Ms. Johnson was the T.A.

DISCUSSION SECTIONS

**Winter 1992-93 \* University of Missouri-Columbia**  
**Introduction to Philosophy**, discussion section instructor  
 61 respondents

Total Positive		Excellent	Quite Good
91%	Instructor's <b>explanations</b>	68%	23%
93%	Instructor's use of <b>examples and illustrations</b>	62%	31%
84%	<b>Quality of questions</b> or problems raised	45%	39%
89%	Instructor's <b>enthusiasm</b>	67%	22%
96%	Student confidence in instructor's <b>knowledge</b>	67%	29%
87%	<b>Encouragement</b> given students to express themselves	55%	32%
98%	<b>Answers given</b> to student questions	56%	42%
95%	Instructor's <b>openness to student views</b>	69%	26%
93%	Instructor's <b>effectiveness in dealing with difficulties</b>	54%	39%
88%	<b>Availability</b> of extra help when needed	59%	29%
95%	Instructor's <b>interest in whether students learned</b>	51%	44%
93%	General evaluation: <b>Overall teaching effectiveness</b>	55%	38%

Student comment WS93-1:

Melanie clarifies everything very well. She also brings in funny examples, i.e., applicable/real which make philosophy more fun to deal with. 24 hour policy on papers is good idea. You are a very strict grader but in the end I'm glad because I know if I get a good grade it must really be a good grade. Gives both sides of an argument equal time and does not reveal own belief in particular matters.

**Fall 1992 \* University of Missouri-Columbia**  
**Introduction to Philosophy**, discussion section instructor  
 47 respondents

Total Positive		Excellent	Quite Good
87%	Instructor's <b>explanations</b>	47%	40%
83%	Instructor's use of <b>examples and illustrations</b>	63%	20%
89%	<b>Quality of questions</b> or problems raised	63%	26%
93%	Instructor's <b>enthusiasm</b>	67%	26%
96%	Student confidence in instructor's <b>knowledge</b>	68%	28%
88%	<b>Encouragement</b> given students to express themselves	70%	18%
93%	<b>Answers given</b> to student questions	55%	38%
96%	Instructor's <b>openness to student views</b>	90%	6%
98%	Instructor's <b>effectiveness in dealing with difficulties</b>	57%	41%
91%	<b>Availability</b> of extra help when needed	68%	23%
90%	Instructor's <b>interest in whether students learned</b>	58%	32%
83%	General evaluation: <b>Overall teaching effectiveness</b>	41%	42%

Student comment FS92-1:

... I wanted you to know that I think you did an excellent job. You dealt well with class difficulties and un-cooperative students. You were very helpful in and out of class and you improved my knowledge of the material a great deal. I congratulate both you and Dr. Melnyk on a job well done, and I am considering further philosophy courses.

**Spring 1991 \* The Ohio State University**

**Introduction to Logic**, recitation section instructor

47 respondents

Total Positive		Strongly Agree	Agree
<b>87%</b>	Instructor was <b>well-prepared</b> for class	49%	38%
<b>84%</b>	Instructor had a <b>thorough knowledge</b> of the subject	30%	54%
<b>80%</b>	Instructor <b>communicated</b> her subject matter well	41%	39%
<b>85%</b>	Instructor <b>stimulated interest</b> in the course subject(s)	39%	46%
<b>96%</b>	Instructor <b>seemed interested</b> in the course material	66%	30%
<b>81%</b>	Instructor <b>stimulated independent thinking</b>	37%	46%
<b>80%</b>	Instructor used <b>good examples and illustrations</b>	41%	39%
<b>87%</b>	Instructor <b>encouraged questions/discussion</b> in class	57%	30%
<b>89%</b>	Instructor was <b>reasonably available</b> for personal help	54%	35%

Student comment SS91-1:

I especially liked your organization of the material, your patience in explaining, your humor in dealing with a relatively dry subject.... Especially helpful—after explaining or diagramming on the board you would ask—“does anyone not understand where each of these symbols came from?” You’re very open to questions—that’s great. I enjoyed the course. Thanks.

From teaching evaluation by Charles Kielkopf 4/23/1991:

You were offering a well-paced, clear and motivated introduction to sentential logic. On the basis of my short visit I am confident that you have the knowledge and teaching skills to give a solid 150 course. I will visit your class in the 9<sup>th</sup> or 10<sup>th</sup> week for evaluation purposes. This visit was to verify that the class was in competent hands. It is. Continue your efforts.

**Winter 1991 \* The Ohio State University**

**Aesthetics**, recitation section instructor and grader

**Statistics Unavailable**

Student comment WS91-1

Melanie is a highly competent teacher. She has a high level of creativity which she drew on to explain difficult concepts (written and orally). Her attitude about the material covered and her commitment to the area of study inspired me to learn and understand the course material not just show up and try [to] memorize. A job well done!

### Student comment WS91-2

I thought Melanie was very personable and helpful. I also respected her for being able to admit that she wasn't quite sure of an answer, but she always had it for us in the next session. Further, I feel that her study sheets and charts proved extremely helpful.

### Student comment WS91-3

I thought that you helped clarify things very well with examples. I also thought that it was helpful the way you looked to the class to come up with answers or opinions and let people discuss their views. I actually looked forward to coming to philosophy recitation. I also liked writing the short essays and wish that we got to do more, but I know everyone voted for the quizzes instead.

### Fall 1990 \* The Ohio State University

Introduction to Philosophy, recitation session instructor

59 respondents

Total Positive		Strongly Agree	Agree
97%	Instructor was <b>well-prepared</b> for class	56%	41%
100%	Instructor had a <b>thorough knowledge of the subject</b>	49%	51%
89%	Instructor <b>communicated</b> her subject matter well	42%	47%
100%	Instructor <b>seemed interested</b> in the course material	66%	34%
89%	Instructor <b>stimulated independent thinking</b>	47%	42%
91%	Instructor used <b>good examples and illustrations</b>	42%	49%
96%	Instructor <b>encouraged questions/discussion</b> in class	64%	32%
88%	Instructor was <b>reasonably available</b> for personal help	54%	34%
100%	<b>Handouts were valuable</b> supplements to the course	78%	22%

### Student comment FS90-1

I thought your class was absolutely great! This is my 5<sup>th</sup> year at OSU and I have never had a T.A. put more time, effort, or care into a class. I think you should have been teaching the lecture. You demonstrated some very mature teaching skills, the 2-day rule on papers for example, I though[t] showed very good [insight]. Your willingness to help, and extra extra office hours was above and beyond the call of a [normal] T.A. not to mention all the handouts you made. You made this class interesting and enjoyable! Thank you!