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survey title:

HCI521 TA Assessment [Edit Title](#)[design survey](#)[collect responses](#)[analyze results](#)[View Summary](#)[Browse Responses](#)[Filter Responses](#)[Crosstab Responses](#)[Download Responses](#)[Share Responses](#)current report: [Default Report](#) [Add Report](#)

Response Summary

Total Started Survey: 23

Total Completed Survey: 23 (100%)

Page: Default Section

1. Which section of the course were you enrolled in?

[Create Chart](#)[Download](#)

		Response Percent	Response Count
On-campus	<input type="text"/>	45.5%	10
Off-campus	<input type="text"/>	54.5%	12
answered question			22
skipped question			1

2. Please assess the TA's (Mike Oren) effectiveness in each of the following areas.


[Create Chart](#)[Download](#)



	Not at all effective	Somewhat ineffective	Neutral	Somewhat effective	Very effective	N/A	Rating Average	Response Count
Timeliness of feedback	0.0% (0)	0.0% (0)	4.3% (1)	26.1% (6)	69.6% (16)	0.0% (0)	4.65	23
Quality of feedback	0.0% (0)	0.0% (0)	4.3% (1)	26.1% (6)	69.6% (16)	0.0% (0)	4.65	23
Fairness of feedback	0.0% (0)	4.3% (1)	4.3% (1)	26.1% (6)	65.2% (15)	0.0% (0)	4.52	23
Engaging during lectures	0.0% (0)	0.0% (0)	13.0% (3)	21.7% (5)	65.2% (15)	0.0% (0)	4.52	23
Helpfulness in achieving learning goals	0.0% (0)	0.0% (0)	17.4% (4)	26.1% (6)	56.5% (13)	0.0% (0)	4.39	23
Knowledge of material	0.0% (0)	0.0% (0)	0.0% (0)	17.4% (4)	82.6% (19)	0.0% (0)	4.83	23
Balance between opinion and fact	4.3% (1)	0.0% (0)	17.4% (4)	30.4% (7)	47.8% (11)	0.0% (0)	4.17	23
Ability to lead discussion	0.0% (0)	0.0% (0)	4.3% (1)	39.1% (9)	56.5% (13)	0.0% (0)	4.52	23




0.0%

17.4%

0.0%

Clarity of speaking	0.0% (0)	0.0% (0)	0.0% (2)	43.5% (10)	41.0% (11)	0.0% (0)	4.39	23
Supporting your learning	0.0% (0)	0.0% (0)	8.7% (2)	13.0% (3)	78.3% (18)	0.0% (0)	4.70	23
Encourage/challenge you to higher quality work	0.0% (0)	0.0% (0)	13.0% (3)	17.4% (4)	69.6% (16)	0.0% (0)	4.57	23
 Hide replies Comments								8

- Especially appreciate timeliness and quality of feedback. Sun, Jan 11, 2009 5:22 AM  [Find...](#)
- Mike did an exceptional job this semester. Despite the number and size of the deliverables, he held true to the course and the students' needs. Thu, Dec 18, 2008 9:02 PM  [Find...](#)
- Sometimes it seemed like Mike took points off for things that were present in the assignment but harder to pick out when skimming the assignment. While we did point these errors out in the beginning, often the return on effort was not worth pointing them out later in the semester. Instead, this reinforced a behavior of writing to the bullet points on the rubric--using the terms from the rubric and ordering the presentation of the assignment according to the order presented in the rubric to minimize these errors. I just wanted to point this out because I got the feeling you wanted to encourage the opposite effect--more creative interpretations of the assignment.

Mike's lectures were engaging and helped to put the readings in context. The only problem was that it seemed like he wanted to fit too many topics into a single lecture. This problem could be solved by providing Mike with his own class. Wed, Dec 17, 2008 5:49 PM  [Find...](#)
- Mike was always helpful and responded to my email queries promptly, within minutes most of the time. Wed, Dec 17, 2008 10:32 AM  [Find...](#)
- Sometimes it felt that the discussion topics were thrown out during the lectures, but then not discussed much. This may be due to lack of class participation that day or to stay on time, it was hard to tell from only watching the video. Not necessarily bad, just a note to watch for in the future. Mon, Dec 15, 2008 12:24 PM  [Find...](#)
- While I appreciated the higher standard during grading, I felt the success criteria was a moving target. The way the class was set up, the grades became the primary source of feedback as to whether I was exhibiting a command over HCI knowledge or not. This method does not allow much time for course correction and learning because by the time you get the feedback, you cannot effect the outcome.

I think Mike has a set of success criteria in mind, however, trying to understand that success criteria was difficult. I think it is because he does not want to claim soul ownership over the "correct HCI way." The trouble with this, from a student perspective, is the feeling generated of trying to hit a moving target. You are given the arrows through reading, class activities and class lectures. The bow is your perspective and interpretation of the material based on your previous education and experience. However, when it comes to shooting (delivering a class product), you are not sure where to aim. If you were to hit the target (get a high grade) the target seemed to shift for the next go round and it was difficult to troubleshoot if it was your use of the bow or bad arrows.

In the future, I think the success criteria should be generated from the person grading the assignments and also discussed in class. Critical questions and items that must be addressed should be more clearly articulated. Semantics should be defined as it relates to the HCI community.

I think that Mike has command over the HCI body of knowledge and is still a student of the field. I think there is a time when the standards should be rigid and a time when the standards are more exploratory in nature. Being new to HCI, I think the standards should be more rigid until a certain level of knowledge is obtained. For HCI 521, most students were new to the field and therefore the standards should be rigid, just be clear about that expectation. Share the methodology. I think this is what Mike's view of the situation was, hence the tough grading. Just be more transparent about that process and let the student know what stage they are in (ie:

beginning high structure, advanced in HCI more exploratory).

7. I put balance between opinion and fact a little lower, but I do believe this was a class that explaining your opinion was not bad as long as you prefaced that it was your opinion.

Thu, Dec 11, 2008 8:44 PM

 [Find...](#)

8. Great job. I think being the TA of this course require lots of work.

Thu, Dec 11, 2008 8:36 PM

 [Find...](#)

answered question 23

skipped question 0

3. What do you feel is Mike's greatest strength as a TA (e.g. what does he do that you feel is most effective in supporting the class and your learning)? [Download](#)

Response
Count

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19

1. Kept users informed, managed the classroom well, encouraged students to develop full, original ideas, was flexible when appropriate... and the beat goes on...

Thu, Dec 18, 2008 9:02 PM

 [Find...](#)

2. places emphasis on reminding you of your strengths vs. your weakness, which motivates you to improve on weakness!!!

Thu, Dec 18, 2008 10:44 AM

 [Find...](#)

3. His availability for questions was appreciated.

Thu, Dec 18, 2008 8:36 AM

 [Find...](#)

4. Mike is very enthusiastic about the concepts discussed presented in class. That enthusiasm motivates students to spend time on the projects.

Wed, Dec 17, 2008 5:49 PM

 [Find...](#)

5. He encourages the student, provides appropriate feedback.

Wed, Dec 17, 2008 10:32 AM

 [Find...](#)

6. Mike was pretty responsive to questions about the activities, particularly the last one dealing with the xPST tutor. He also seems to be fair in his grading and provides good justification for the scores he awards.

Wed, Dec 17, 2008 2:56 AM

 [Find...](#)

7. He was always available to answer questions through email and when he didn't know the answer he would ask Stephen for us.

Tue, Dec 16, 2008 11:05 PM

 [Find...](#)

8. Passionate about HCI. Good use of technology.

Mon, Dec 15, 2008 2:41 PM

 [Find...](#)

9. Illustrating concepts & expressing them in real life terms

Mon, Dec 15, 2008 1:56 PM

 [Find...](#)

10. His obvious interest in the subject

Mon, Dec 15, 2008 1:44 PM

 [Find...](#)

11. He was very helpful with questions, problems, and general guidance for the class. He expected a lot, but

Mon, Dec 15, 2008 12:24 PM

 [Find...](#)

really worked with us so we could get the maximum out of the class.
Thanks!

12. I felt that Mike genuinely cared about my learning. He was incredible supportive and made himself available any and all times that I needed help. Through grading, Mike held me to a higher standard, which I appreciated. It is obvious that Mike has great regard for the HCI field and wants those that are entering to be held to a level of knowledge that would reflect strongly on the academic rigor at ISU. I appreciate and share this value.

Mike is a rich source of information, frequently sharing resources, references, books, comics, news feeds, etc. that are relevant and important to the HCI body of knowledge.

Mike did a great job of trying to engage the class in discussion and was open to being vulnerable, sharing his opinions. These opinions sparked discussion and added value to the knowledge sharing during class time.

13. Mike is very fair. Fri, Dec 12, 2008 2:26 PM Find...
14. Speed in responding to questions and grading of homework. Fri, Dec 12, 2008 9:28 AM Find...
15. Mike is very reasonable and flexible for the off campus students. He understands the hectic lifestyle of full time employees, but he is not a pushover, so I gained a lot of respect for him. Fri, Dec 12, 2008 12:59 AM Find...
16. Very open to discussion Thu, Dec 11, 2008 8:44 PM Find...
17. input English very fast Thu, Dec 11, 2008 8:36 PM Find...
18. Quick to respond and also more than willing to give you as much feedback as you want or need. Thu, Dec 11, 2008 6:11 PM Find...
19. knowledge of the domain Thu, Dec 11, 2008 5:29 PM Find...


25 responses per page


answered question 19


skipped question 4


4. What do you feel Mike needs to improve on the most as a TA (e.g. what can Mike improve in the future to be more effective at supporting the class and you're learning)? [Download](#)


Response
Count


1. Less work please! Thu, Dec 18, 2008 9:02 PM  [Find...](#)


2. I can't think of a thing, except maybe, if time permits, enacting efforts to make the tech issues more "gracious" for the user. Thu, Dec 18, 2008 10:44 AM  [Find...](#)


3. At times, the grading criteria felt like a moving target. My design team would attempt to follow the grading outlines on the wiki explicitly only to find points deducted for criteria that wasn't made clear. Thu, Dec 18, 2008 8:36 AM  [Find...](#)


4. Sometimes it felt like grading was a moving target, that because another student thought to add something that he liked, that he expected everyone else to have made the same connection. Wed, Dec 17, 2008 5:49 PM  [Find...](#)


5. I am not sure if this one goes to Dr Stephen or Mike. Connect us with HCI examples from the real world, case studies, to understand more what researchers are doing in the industry. Wed, Dec 17, 2008 10:32 AM  [Find...](#)


6. Grading was confusing sometimes. What is expected of the students should be well-described at the beginning of the class/project and should stay consistent throughout. Tue, Dec 16, 2008 11:05 PM  [Find...](#)


7. Be very clear about grading criteria Mon, Dec 15, 2008 1:56 PM  [Find...](#)


8. see comments Mon, Dec 15, 2008 11:53 AM  [Find...](#)

9. Faster turnaround would be helpful, although I am also cognizant of the fact that Mike's schedule might make this impossible. Fri, Dec 12, 2008 2:26 PM  [Find...](#)

10. Nothing, as a TA you were very good. Fri, Dec 12, 2008 9:28 AM  [Find...](#)

11. need to speak loud and more enthusiastic in front of class. Looks like a little shy. Thu, Dec 11, 2008 8:36 PM  [Find...](#)

12. His speaking ability and professionalism while speaking/lecturing. He comes off as a bit unprofessional at times - the times he filled in for Dr. Gilbert when Dr. Gilbert was out of town. Furthermore, there's a lot of "uhms" and "errs" when he speaks. He needs to say what he wants to say instead of stumbling around and stammering. Thu, Dec 11, 2008 6:11 PM  [Find...](#)











13. smaller emails, better grading Thu, Dec 11, 2008 5:29 PM  [Find...](#)



25 responses per page 

5. As a lecturer, what do you feel is Mike's greatest strength?

[Download](#)Response
Count [Hide replies](#)

12

- | | | |
|--|----------------------------|---|
| 1. Some may disagree, but I think that his opinions are a strength; they are grounded by paradigms in HCI, no matter how unpopular they may be :) | Thu, Dec 18, 2008 9:02 PM |  Find... |
| <hr/> | | |
| 2. The diversity of topics he can cover, as well as a sense of levity about the material. | Thu, Dec 18, 2008 8:36 AM |  Find... |
| <hr/> | | |
| 3. Mike is engaging, and brings in a lot of personal experience to his lectures. He is clear about making the distinction between his opinion and fact, which is a nice trait. | Wed, Dec 17, 2008 5:49 PM |  Find... |
| <hr/> | | |
| 4. I remember watching one lecture Mike had to sub for, and he got the class going on a pretty good discussion, which made the lecture more interesting to watch. It seemed fitting to have a lecture where the students discussed their perspectives on what they think instead of having the lecture gab away for over an hour when a critical learning point of the course is focusing on truly understanding the user's experience rather than the designer's perceptions and assumptions about the user's experience. | Wed, Dec 17, 2008 2:56 AM |  Find... |
| <hr/> | | |
| 5. I thought his lectures were informative and thought-provoking. | Tue, Dec 16, 2008 11:05 PM |  Find... |
| <hr/> | | |
| 6. Engaging the audience with humor and familiarity | Mon, Dec 15, 2008 1:56 PM |  Find... |
| <hr/> | | |
| 7. Openness to class input and providing opinion. It's nice to have someone present the facts, but then also the background "dirty" details, not just the distilled, sterile information. | Mon, Dec 15, 2008 12:24 PM |  Find... |
| <hr/> | | |
| 8. Very engaging, asks thought provoking questions and encourages class discussion | Mon, Dec 15, 2008 11:53 AM |  Find... |
| <hr/> | | |
| 9. Mike draws people into the conversation, rather than waiting for the same people to respond to his questions. | Fri, Dec 12, 2008 2:26 PM |  Find... |
| <hr/> | | |
| 10. Ability to pose insightful and debatable questions to the class for discussion. | Fri, Dec 12, 2008 9:28 AM |  Find... |

- | | | |
|--|---------------------------|--|
| 11. Prepare interesting slides | Thu, Dec 11, 2008 8:36 PM |  Find... |
| 12. Very knowledgeable and able to relate things to the level of a student, since he still is technically a student. | Thu, Dec 11, 2008 6:11 PM |  Find... |

25 responses per page

answered question 12













skipped question 11

6. As a lecturer, what does Mike most need to improve on?

[Download](#)

**Response
Count**

 [Hide replies](#) 12

- | | | |
|---|----------------------------|---|
| 1. Can't think of anything at the moment. | Thu, Dec 18, 2008 9:02 PM |  Find... |
| 2. Perhaps having clearer objectives for a lecture. | Thu, Dec 18, 2008 8:36 AM |  Find... |
| 3. Spend a little more time exploring a topic and putting it in context with the other topics. | Wed, Dec 17, 2008 5:49 PM |  Find... |
| 4. Using his own slides. :) | Tue, Dec 16, 2008 11:05 PM |  Find... |
| 5. No comment | Mon, Dec 15, 2008 1:56 PM |  Find... |
| 6. Slow down a bit and let us soak in the information. | Mon, Dec 15, 2008 12:24 PM |  Find... |
| 7. Don't need to apologize for not knowing something | Mon, Dec 15, 2008 11:53 AM |  Find... |
| 8. Mike should get more practice in phrasing his questions in such a way that the class is more likely to respond to them. This is a skill that requires a lot of classroom experience, and I am sure he will develop it. | Fri, Dec 12, 2008 2:26 PM |  Find... |
| 9. Injecting more facts and information into the lectures instead of providing information purely for debate. Not that you were a bad lecturer, the debates were a nice change of pace, I just felt the majority of those lectures were purely debatable material and not a lot of unbiased fact. | Fri, Dec 12, 2008 9:28 AM |  Find... |
| 10. speak loud | Thu, Dec 11, 2008 8:36 PM |  Find... |
| 11. Please see #4. | Thu, Dec 11, 2008 6:11 PM |  Find... |
| 12. slow speaking | Thu, Dec 11, 2008 5:29 PM |  Find... |

25 responses per page

answered question 12

skipped question 11

7. Please rate the content of week 14 relative to the rest of the course. This was the week on social computing where Mike chose the readings and created/led lecture.

[Create Chart](#)

[Download](#)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
Readings were of a high quality	0.0% (0)	0.0% (0)	15.8% (3)	31.6% (6)	42.1% (8)	10.5% (2)	4.29	19
Readings were relevant to the course	0.0% (0)	0.0% (0)	5.3% (1)	36.8% (7)	47.4% (9)	10.5% (2)	4.47	19
Readings were interesting	0.0% (0)	0.0% (0)	10.5% (2)	42.1% (8)	36.8% (7)	10.5% (2)	4.29	19
Lecture and readings were highly connected	0.0% (0)	5.6% (1)	0.0% (0)	33.3% (6)	50.0% (9)	11.1% (2)	4.44	18
Lecture was relevant to the course	0.0% (0)	0.0% (0)	5.6% (1)	33.3% (6)	55.6% (10)	5.6% (1)	4.53	18
Lecture was engaging	0.0% (0)	0.0% (0)	5.3% (1)	47.4% (9)	42.1% (8)	5.3% (1)	4.39	19
Lecture added to understanding of readings	0.0% (0)	0.0% (0)	5.3% (1)	52.6% (10)	31.6% (6)	10.5% (2)	4.29	19
Lecture added content outside of readings	0.0% (0)	0.0% (0)	0.0% (0)	47.4% (9)	42.1% (8)	10.5% (2)	4.47	19
Lecture was interesting	0.0% (0)	0.0% (0)	0.0% (0)	52.6% (10)	42.1% (8)	5.3% (1)	4.44	19



[Hide replies](#) Comments

6

1. team project aspect proves problematic within the "distance" context and differing motivation levels for team approach effectiveness varying in some cases. Team "quirks" for me lend to demanding disproportionate course focus in order to repair matters that "cut into" my overall course grade.

Thu, Dec 18, 2008 10:44 AM



[Find...](#)

2. Unfortunately, I did not read the specified material for that week.

Thu, Dec 18, 2008 8:36 AM



[Find...](#)

3. It felt a bit disconnected doing the readings, I wasn't sure how they fit together. You just needed more lectures.

Wed, Dec 17, 2008 5:49 PM



[Find...](#)

4. I didn't read the readings or watch the lectures for week 14, to no fault of Mike's.

Wed, Dec 17, 2008 2:56 AM



[Find...](#)

5. I absolutely loved this section and would have liked to go into more depth. I appreciated the readings and being exposed to the body of knowledge. An activity would have topped it off.

Mon, Dec 15, 2008 11:53 AM



[Find...](#)

6. I guess the main thing that I would like to convey is that the overall class was organized in a manner where the connections between class and doing (i.e. the design project) were not very well connected. (I think the instructor may bare the burden for this.) The design project does benefit from the readings and the readings from the project, however, I believe the learning experience could be enhanced by using the design project as a focal point to learning. As it stands, the readings and activities were the focal in the classroom and the design project was some side-bar thing. Perhaps it would be different if I were on-campus...?

Mon, Dec 15, 2008 11:39 AM



[Find...](#)

answered question

19

skipped question

4

8. For these questions, please rate the likelihood of doing these things.

[Create Chart](#)

[Download](#)

	Very Unlikely	Unlikely	Neutral	Likely	Very Likely	Rating Average	Response Count
Recommend a course Mike is the primary instructor for to a friend	0.0% (0)	0.0% (0)	17.4% (4)	43.5% (10)	39.1% (9)	4.22	23
Take another course where Mike is the primary instructor	0.0% (0)	0.0% (0)	21.7% (5)	52.2% (12)	26.1% (6)	4.04	23



[Hide replies](#)

Other (please specify)

2

1. Very adaptive & accomodating attitude.

Mon, Dec 15, 2008 1:56 PM



[Find...](#)

2. I feel nervous about the grading due to the moving target method explained above. I feel confident that Mike is fair and open to communication which minimizes this nervousness. I will take a course with Mike in the future but I would caution another student about the need for communication with Mike around class deliverables. It is well worth it for the learning that you achieve, just need to go into it with eyes open.

Mon, Dec 15, 2008 11:53 AM



[Find...](#)

answered question

23

skipped question

0