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Teaching Award? N N N Y N Y Y Y N N Y N Y Y Y Y N Y

Helpful Things
He is able to explain things step by step very clearly.
The confidence that the TA knows what he is saying.
I found the Q&A sessions the most rewarding.
Going over solutions to problems that appear in form on the upcoming h/w.
Going over the tests.
Solving problems in detail.
Preparing for tests and getting clarity for the some of the difficult h/w problems.
Our TA showed us helpful hints to solve problems. He was good at clarifying things that weren’t clear in lecture.
He clarifies the material very well helps a lot with h/w.
The way in which the TA tries to explain things so the student understand the concept, not just how to do one problem.
Going over h/w problems.
H/W help and notes
He always goes over the topics we did that week, especially the key points.
H/W explanations
TA is very nice, just seems a little dull sometimes
He provides reviews as well as answering questions. The review of concepts really helps—another explanation is always useful.

Distracting Things
The room is too hot.
Lack of enthusiasm makes it difficult to follow and pay attention.
Boring—When you don’t have questions and you have to listen to other people’s.
The TA always faces the board when he speaks, hard to follow sometimes.
Sometimes his voice and lack of enthusiasm was difficult to get use too.
Sometimes we’d spend too much time on one problem and I’d lose focus.
Sometimes seems like he doesn’t want to be there.
Nothing has been too distracting
The rooms really hot, but other than that it’s fine.
The fact that it’s my last class on a Friday.
Sometimes it was unnecessary to show up because you know what the material is. Lose focus.
TA’s socks. The crowdedness of the room was pretty distracting
He pauses sometimes at spots to check his work (which is good) which is somewhat distracting.

Suggestions
Mr. Dahl does a very competent job.
Written-out/emailed solutions to sample problems.
Maybe offer some review sessions before exams.
More time going over the course material.
Try to make the material at least more exciting.
Everything was great.
He should speak clear.
What is the purpose of sectional?

Other Comments
He definitely knows the material but is not a natural teacher. No enthusiasm, no passion. Seems awkward in front of a class
Jonathan Dahl
Calculus II (Eng)
110.109.08

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Teaching Award?  Y Y Y Y Y N Y Y N N N N Y Y N N Y N Y

Helpful Things
Doing practice problems - you explain very well how to go about solving them
His ability to actually complete all the problems

The most helpful things could be the board work
Hints and tips for understanding more difficult HW problems
Example problems
Going through material/examples related to the chapter and homework, in depth
Being able to ask specific questions about the homework
Going over homework
Homework question answers
Going over problems
Good explanations
I do think he is doing problems on the board
The most helpful things have been reviewing the topics and going over practice problems like homework
Reviewing concepts that were hazy at best in class really helped to better understand them
He is very good at math, explains things very well and always takes our questions
Going over homework greatly increased my ability to do better on future homeworks on tests
The TA explain what we do when we have a certain type of question
Going over individual questions as well as difficult concepts

Distracting Things
Sometimes it seemed that Mr. Dahl didn’t have authority and there were people talking while he was. Mr. Dahl obviously knows the material, but he doesn’t seem very confident. More confidence, more authority and enthusiasm
The TA’s voice
I can’t think of any distractions
It’s too early
People coming in late
The most distracting thing about the section was the very small handwriting of the TA on the board
His enthusiasm and time of discussion (9am)
Monotonic voice
Early time
We don’t spend enough time clarifying material
Thursday morning. A section goes slowly
Not enough time to actually answer all questions due to the nature of the questions themselves
The shiny windows

Suggestions
I was very happy with section and have no suggestions
Relax and be more confident during problems and what not… it will better encapsulate the students attention
No, Jon is a very good TA
Extend section
Spend more time explaining the concepts
Later so more come to class
Talk more clearly
Change section time to later in the day
The other TAs would help students with homework problems, sometimes just giving them the answer. But, my TA would do problems like the homework problems to help us grasp the material.
Not for the TA’s per-say, but give students progress reports so they know where they stand.
Good TA
There should be more enthusiasm in the class
I think that given a couple dozen unenthusiastic students at 9am, he did very well. He also knows what he is doing, all he needs to do is act like it.

Other Comments
Although I will probably fail the course, I am really grateful to Mr. Dahl for giving me extra help
Good Job. Very organized
Jon Dahl  
Calculus I (Bio)  
110.106.01  

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**Helpful things**  
He is willing to go over topics that may be unclear to students and makes sure that they clearly understand.  
The TA works examples and actually teaches and the professor doesn't. The TA is organized, clear, and knowledgeable.  
He does not assume you know any of the material.  
Example problems  
He presented material well and gave students many examples.  
Jon always reviewed relevant material very well and always gave good answers to students' questions.  
Explanations sand the step by step problem solving procedure were far more helpful than the professor's.  
He is very thorough in his explanations and problems and is genuinely concerned about the welfare of his students.  
Examples given about material covered in lecture.  
He explains things in ways that make much more sense than the professor.  
Jon makes sure everyone is following along fine.

**Distracting things**  
Lack of questions from students. The TA is fine.  
Absolutely nothing.  
Knowing that there is a quiz at the end and never really learning about the material on the quiz beforehand.  
The fact that I was fool enough to take it at 9AM.  
Anxiety of the quiz every Friday.  
When the topic was not covered in class and it had to be covered in section.  
During the winter, the room had a very loud banging noise every time the heat went on.  
Nothing. He keeps order.

**Suggestion**  
Everything is good.  
Just try to work as many examples as possible.  
Let Dahl teach the class himself.  
Do more examples and talk about the homework that is due after section.  
Jon might want to slow down and make sure he explains each step and how get got there along the problem.  
Answer to homework questions of the given week.  
Just make sure we are going over everything that will be on the homework instead of leaving some stuff for later.

**Other Comments**  
Learned more from him than the professor  
Vive le Jon!  
Jon, you were very helpful this semester, thank you!  
This TA is better than the actual professor. They should switch positions.  
Good job Jon Dahl!
### Jon Dahl
Calculus I (Bio)

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#### Helpful things
- Expanded on lectures
- Small sections. You can ask a lot of questions. Very organized and clearly explained, very concerned with us learning the material.
- The completeness in which he covers any questions and clarifies any complexities from the lectures. He will also investigate what students have been have the most trouble with in the math help room
- Going over the topics not fully covered in lecture and going over homework and quizzes.
- Thorough explanations of problems and clarity of answers to questions.
- He explains thing much more clearly than the professor.
- Going over what professor Ha confused us about in class.
- Clarification of points in class. He explains things better than the professor.
- Individual problems worked, clarification of lecture material, when the latter actually happened.
- Jon Dahl! Everything. I learned about everything in section.
- Review of material covered poorly in class and help with problems similar to homework problems.
- Jon clarifies all of the loose ends the professor leaves, and offers individual help when its kneaded.
- His overall knowledge was very good, and he answered my questions with ease.
- Jon speaks English, unlike our professor. That is a major bonus.

#### Distracting things
- Having doors open, but nothing to do with his teaching.
- Below-average students who ask time-wasting questions.
- He speaks in a very low, mumble voice, but its usually okay.
- Amount of time spent reclarifying professor's confusing lecture (this shouldn't need to be done)
- The pace at which we go over things. It is easy to get lost sometimes.
- Radiator in Gilman and the anticipation of the quiz every week.
- There are almost none distractions during section.
- The quizzes are unnecessary and pointless.

#### Suggestion
- I thought that he was a great TA and was always happy to help us learn.
- Its obvious he enjoys the material, but more enthusiasm would be inspiring.
- Sections as small as possible would be nice.
- Maybe some more practice problems.
- Jon should be teaching lectures. He actually prepares topics and follows a planned out organized lecture.
- Lecture clarification, help sheets of fundamental theories, laws, identities handed out.
- None. Section was the best part of the course.
- No quizzes because if we don't understand something the moment you teach it than don't quiz us on it!
- None really it was a very smooth class with no serious problems.

#### Other Comments
- No quizzes
- Dahl worked his hardest to make up for what the professor lacked and I comment him on that. I learned the most in lecture on the two days he substituted.
- Dahl is a very good TA. He explains things clearly.
Jon Dahl  
Calculus III  
110.202.06

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Helpful Things:
- review of hw assignments
- explanation of material vaguely covered in class
- Ta is knowledgable. It seems like he knows the material really well
- more explanation of hw problems and examples
- excellent explanations of difficult problems
- individual questions answered clear in depth explanations forces me study over the week
- it solidified what we learned in lecture
- going over hw problems and answering questions

Distracting Things:
- difficulty of material
- examples take the whole time
- time (early on Fr)
- too many quizzes
- the room itself, its either to hot or to cold
- sometimes we run out of time for quizzes

Suggestions:
- use different book; this book that we are using is confusing
- limit questions to guarantee enough time on quizzes

Comments:
Helpful Things:
Jon always clarified the things that were confusing from lectures on the book work. I could go into a section not knowing anything and come out understanding the material.
Going over past quizzes, explanations weBall into more detail about problems and trics on how to do them, etc. sections at the end leaned toward lecture and were very helpful. Explanations of the semester discussion section helped me understand the problems that I did not comprehend while doing the homework working examples, hearing an explanation while it is being done, and having the chance to ask questions going over main points of the week’s assignment
he goes over the problems that are difficult and is very patient and nice asking questions about things I wasn’t sure about he explains concepts very well and what he writes on the board it really helpful reviewing material in the book rather than simply going over homework
his explanations are clear and understanding

Distracting Things:
Nothing especially, there was a glare on the dry erase board and the markers were too bright, but that’s it.
I felt rushed on the quizzes. Glare on the white board.

Suggestions:
None
Instead of going straight to the homework/old quizzes, it might be a good idea to explain key concepts from the chapter for a few minutes. quizzes solutions online

Comments:
Jon Dahl needs a better eraser for that damned white board. Get a white board for the Math help room.

Jon Dahl was the single most helpful person for me in this course
he was always available after section for help
he was always the man!
this was a good section overall.

Patrick (the ta) was the single most helpful person for me in this course
we need snack time
good overall
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**Helpful Things:**
- reviewing problems in detail
- answered all questions, shows concern for students
- early section
- took time to go over all questions
- review over next week's material, examples
- always patient

**Distracting Things:**
- guy next to me shuffling papers
- students walking in late
- sometimes too much time was spent on easy concepts
- wind hitting the windows

**Suggestions:**
- TA scheduled review session for exams
- coordinated review sessions
- have everyone turn in the HW at the beginning of class so people don't copy the TA's explanation on the board
- have HW due in class after section

**Comments:**
- Jon did a great job!
- lots of office hours before tests very helpful
- Jon made learning the material enjoyable
Dahl, Jon  
Calc III  
110.202.08  

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Helpful Things:  
going over HW and important concepts  
relating everything to each other and seeing the big picture

Distracting Things:  
we only did problems  
monotonous tone of voice made me lose focus  
it’s in Bloomberg

Suggestions:  
maybe talk louder  
go over material covered in lecture  
solution packets for HW  
change HW grading system so it’s less fatalistic

Comments:  
thanks for being available for help after section hours  
it would really help to go over key concepts in the first 10 or 20 minutes  
TA is great  
Great TA!
Jonathan Dahl
Calculus I
110.106.03/.04

he grades homework too harshly

Great TA =). Thanks a lot Jon =)

Section 4
the TA was very socially awkward and seemed like he was not used to being around people and seemed awkward when asked a questio. He seemed like he knows how to do the material though

Comments:
more enthusiasm; legibility
less angry comments on hw and explanation of some lingo/markings
speak louder, clearer, and write better
writing and speaking more clearly, having more of a set agenda for how the class time will be used
better speaking skills, go over material rather than work
explain concepts directly from/linked to homework, useful examples/problems would be helpful
maybe a practice in class midterm for each of our exams should be given in section
more enthusiasm and confidence =)
we spend way too much time going over old homework

Section 3
did not speak strongly enough, needs to work on chalkboard handwriting
hard to read board
the boardwork was ridiculous! I never once could read it so I gave up. Also, explanations sometimes felt convoluted and confused me when I wasn't confused to begin with
the unclear nature of his answers
it's really hard to follow on the board the problem he is trying to explain
wavering voice, weak and writes, tough grader
could speak up a bit
long pauses between going over problems that seemed to waste time
sometimes low voice, and lack of enthusiasm
he writes down every single thing he says. It wastes time
writes down too much on the board, do not need to go through every step
Section 4
writes down too much on the board, do not need to go through every step
he writes down every single thing he says. It wastes time
sometimes low voice, and lack of enthusiasm
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the boardwork was ridiculous! I never once could read it so I gave up. Also, explanations sometimes felt convoluted and confused me when I wasn't confused to begin with
hard to read board
did not speak strongly enough, needs to work on chalkboard handwriting

Suggestions:
maybe more time
talk louder to be heard
did not seem very enthusiastic, so that would be helpful
nope. Maybe he should cut his hair

Section 4
speak louder, and show some more enthusiasm. Go over more difficult examples of problems
we spend way too much time going over old homework
more enthusiasm and confidence =)
maybe a practice in class midterm for each of our exams should be given in section
explain concepts directly from/linked to homework, useful examples/problems would be helpful
better speaking skills, go over material rather than work
writing and speaking more clearly, having more of a set agenda for how the class time will be used
speak louder, clearer, and write better
less angry comments on hw and explanation of some lingo/markings
more enthusiasm; legibility
try to appear more confident in front of us

Comments:
Section 3
the TA was very socially awkward and seemed like he was not used to being around people and seemed awkward when asked a questio. He seemed like he knows how to do the material though

Section 4
Great TA =). Thanks a lot Jon =)
he grades homework too harshly

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Average

Overall Rating 3.62 4 3 3 5 3 5 4 4 2 2 4
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Clarity of Voice 3.77 5 4 4 4 5 3 3 4 2 2 5
Clarity of Board Work 3.54 4 4 3 5 2 5 3 3 4 1 5
Clarity of explanations 5.77 4 3 3 4 3 5 4 3 2 4 2 5
Concern for student welfare 4 4 4 4 5 3 5 4 4 2 3 5
Enthusiasm 3.23 3 3 4 3 2 5 4 4 2 3 2 4

Teaching award? Y N Y N Y Y N Y N N

Helpful things?
Jon knew the material well and provided good examples when a student didn't understand material.
Went over, clarified info from lecture
Discussion of topics in homework not covered in professor's lectures
Explaining topics not understood in class and explaining book 'lingo'. Reviewing HW problems in detail.
Going over homework problems.
Examples.
Practice doing problems.
Clear explanations, good examples problems, individual attention
Clarity/explanation of material briefly covered or absent from lecture
Going over homework
Working out of sample problems explicitly and slowly

Distracting things?
At times I was confused about what was being written on the board until he explained it.
Confusing explanations.
Occasionally talked too softly
Some topics in discussion were not what we would be held accountable for in class.
The TA's boardwork, voice.
Gets hard to concentrate after a while.
TA not animated, although he is good and seems to care about material, needs to be more lively
My lack of concentration
TA is kinda boring
His handwriting

Suggestions
Organized thoughts
More inflection in voice when lecturing
Speak up more, write more explanations on board, give more practice problems before exam and answers
TA should be better informed of what was covered in class
Overall very good
More life, better handwriting
TA talks to board, quiet and often hard to understand

Other Comments
I felt the TA did a good job at explaining material.
I think the TA needs to be more sure of himself. He seemed like a first time TA.
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Does the TA deserve a teaching award?  
N N Y Y Y Y N N N Y N Y

Helpful things?

Section 8  
Going over the HW problems and doing step by step discussion  
Homework help  
The TA helped us with homework problems we were having and was very approachable to ask for help  
Thoroughness of explanation of problems  
Going over homework problems  
A lot of homework help  
Explanation of webwork problems  
Reviewing HW problems  
Going over the homework

Section 3  
Clarification of work that we did  
This section is usually a question/answer session for the homework—it offers a lot of help if needed  
Chance to ask webwork questions  
Whenever I didn't understand something on the homework or from lecture, I could ask Jon and he would explain it to me more carefully so that I would understand it  
He asked us what problems we need help with and he was always willing to help us solve them. If we weren't able to solve them in class, he'd email us an alternative solution

Distracting things?

Section 8  
Confusing things written on board on some problems—not clear  
Lack of student discipline  
all the beautiful girls in the section  
over-complicated answers

Section 3  
Poor legibility of board writing  
If one doesn't have questions on homework, did not attempt the homework by the time of section, or has already finished the homework, section attendance is largely superfluous.  
sometimes confusing board work  
In some classes when a lot of students showed up, Jon was not able to answer all the questions I had about the webwork.  
At times our TA would get a little stuck on a problem and refer back to the book. It was OK, we just had to wait a while for him to get it

Suggestions?

Section 8  
Clearer board work, more attention to students welfare  
Section should be used to cover more concepts than just homework problems bc students can always take homework to the help room  
Have all homeworks due only after sections have met  
Take more of an effort to keep students quiet  
Try and make explanations on complex subjects a little clearer and understandable  
Try to keep the answers as simple as possible bc he tends to over-complicate things

Section 3  
At times, TA is unsure of methods and material which professor taught. Sit-ins on some classes might be useful when going over material in class  
The TA section should more closely parallel the course, rather than just homework  
Some TA's gave their students practice exams to work on, other than the one's provided by Professor Howald. It would have been nice if we had the same privilege

Comments?

Section 8  
Better for outside help, communication  
Well done! Helped greatly with the learning process

Section 3