

SUBMIT YOUR TEACHING EVALUATIONS FOR SPRING 2012

Devin Jones, 999 sec. 5 - Hypothetical Test Course
Form type (1): Large Classes and Seminars

On a scale of 1-5, with 1 being *strongly disagree* and 5 being *strongly agree*, please rate the following statements:

1. The instructor displayed knowledge and mastery of the subject.
1 2 3 4 5

2. The instructor was well-prepared.
1 2 3 4 5

3. The instructor's presentation was organized and clear.
1 2 3 4 5

4. The instructor stimulated student interest and thought.
1 2 3 4 5

5. The instructor was responsive to and respectful of student ideas and questions.
1 2 3 4 5

6. To the extent appropriate for the course, the instructor was available after class, during office hours and for supervision of student writing.
1 2 3 4 5

7. The instructor's pace for this course was: too fast
 too slow
 good

8. The workload for this course, given the unit weight assigned, was: too heavy
 too light
 good

On a scale of 1-5, with 1 being *strongly disagree* and 5 being *strongly agree*, please rate the following statements:

9. The assigned course materials were effective.
1 2 3 4 5

On a scale of 1-7, with 1 being *not effective*, 4 being *moderately effective*, and 7 being *extremely effective*:

10. Considering both the limitations and the possibilities of the subject matter and the course, how would you rate the overall teaching effectiveness of this instructor?

1 2 3 4 5 6 7

Please comment on:

11. The strengths and weaknesses of the class.

12. The instructor's in-class presentation (e.g., organization, clarity, interest, balance, use of theory and policy in analyzing doctrinal questions).

13. The instructor's in-class and out-of-class interactions with students (e.g., Socratic questioning, if used; respect for and responsiveness to student contributions; effectiveness in stimulating and managing class discussion; accessibility; responsiveness).

14. Course materials and instructional techniques (e.g., for materials, relevance, intellectual quality, editing, integration into class presentations; e.g., for techniques, use of distinctive media, written projects, assigned exercises that were particularly effective or ineffective).

15. Workload (amount, pacing, payback proportionate to effort expended).

16. Any other issues (including adherence to regular class schedule).

Student-to-Student Question

Your answer to the following question will be made available to your fellow students if 50% of the students enrolled in this course fill out an evaluation and also respond to this question. Specific information about this course, in addition to numerical ratings, will be useful to students in making their course selections. Your answers will not be used for the law school's evaluation of law school faculty, but they will be viewable by the faculty member teaching this course for the purpose of receiving feedback. All responses will be unedited and made available to students except: 1) remarks not directly responsive to the purposes of this question may be removed by the Associate Dean after evaluating a faculty member's complaint; and 2) responses concerning courses taught by a professor in her/his first year of teaching will not be available; and 3) responses concerning the first course taught at Boalt by a lecturer will not be available.

17. STUDENT TO STUDENT QUESTION

Please make thoughtful, deliberative comments about the educational value of this course and/or this professor's teaching that might help students decide which courses to take. Students are particularly interested in learning about the subject matter, workload, organization and clarity of a course.

Please take this as an opportunity to provide helpful, thoughtful and deliberative comments, and to express your views in a manner consistent with the highest standards of civility and of the profession to which you aspire.