TABS-Teaching Assessment By Students

- Three sections
  1. General teaching assessment
  2. Educational objectives assessment
  3. Additional comments

- Response scale: (1) Strongly agree, (2) agree, (3) Disagree, (4) Strongly Disagree

- My interpretation: an averaged scale close or lower than 1.5 is good. On the other hand, an averaged scale close or higher than 2.5 should be a real concern (more negatives than positives).

Section I Summary

- Strongest points about the instructor/class
  - Technical competency (1.26)
  - concerns of students' learning (1.26)
  - Approachable and easy to talk with (1.26)
  - Enthusiastic about subject matter (1.41)
  - Promote mutual respect (1.41)
  - Students are encouraged to ask questions (1.44)
  - Available outside class time (1.48)
  - Class sessions are well organized (1.59)

- Other notable responses
  - 12 more items score below 2.00 and could be considered positive
  - 26% said they have learned a great deal and 48% a fair amount, while 15% said they got very little out of the class.

Section I Summary (continued)

- Weakest points about the instructor/class
  - Readings, homeworks are useful (2.44)
  - Effort required for assignments is reasonable (2.44)
  - Assignments/exams measure students' learning (2.41)
  - Summarize one topic before moving on (2.28)
  - Help to distinguish between important and less important topics (2.26)
  - Prompt feedback on homeworks/exams (2.19)
  - Grading procedures are clearly communicated (2.15)

- Other notable concerns
  - 7% disagree plus 4% strongly disagree the course objectives are clear
  - 4% strongly disagree that course procedures and schedules are clearly presented in the syllabus
  - 48% does not like (15% strongly disagree) the homework assignments (format, time requirement, etc.)

Section II Summary (Course Outcomes/ Objectives)

- These questions are designed to assess the course outcomes from students' point of view. Course outcomes are outlined clearly in the course objectives section of the syllabus

- Response scale is different: (1) Strongly agree, (2) Agree, (3) Neutral, (4) Disagree, (5) Strongly disagree

- My interpretation:
  - Close or below 1.5 can be considered good.
  - Close to 2.0 is acceptable
  - Above 2.5 needs improvement
  - Above 3.0 is unacceptable (immediate correction is needed)

Section II Summary (continued)

- Course outcomes from class learning
  - Be able to recognize all components of an IC engine, specify their functions and characterize their interrelationship in the operation of the system (1.58)
  - Be able to recognize the relevancy of fundamental thermal principles and their importance in the analysis of an IC engine (1.69)
  - Be able to use ESP program to simulate the thermodynamic performance of an IC engine (2.00)
  - Be able to characterize the differences in design for systems intended for different applications and operating configurations (2.19)
  - Be able to calculate the performance of an IC engine using idealized cycle analysis (2.42)
  - Be able to perform corrected analysis on the ideal cycles using actual operating parameters (2.62)

Section II Summary (continued)

- Learning-through-teaching concept
  - Receiving lectures from my fellow students encourages me to interact more actively with the lecturer (2.27)
  - The learning-through-teaching concept is a good idea and should be implemented throughout the curriculum (1.89)
  - I fell learning-through-teaching project is useful for my overall education since it provides the opportunity for me to practice higher level learning skills, which are difficult to achieve in a conventional classroom environment (1.39)

- The last assessment is important since almost all respondents agree with this statement. (9 strongly agree, 3 agree, and 1 neutral)
  - Half of the students have not gone through the process yet but they respond positively in general (1.89)