

## Teaching Evaluations Review

Tomer Yehoshua-Sandak

This summary file compiles my teaching evaluations from each course I have taught at Northwestern University. It is organized into two main sections:

- The first section presents quantitative data from evaluation questions, summarizing key statistics reflecting student feedback.
- The second section includes selected quotes from open-ended responses, where students share reflections on what they valued most about my teaching and engagement.

### 1 Summary Statistics

#### Questions on a Scale: 1 (Very Low) - 6 (Very High):

1. "The TA was able to answer the students' questions adequately."
2. "The TA was well prepared for each session."
3. "The TA communicated ideas in a clear manner."
4. "The TA showed strong interest in teaching the course."

#### Results:

Statistic	Question 1	Question 2	Question 3	Question 4
Median	6/6	6/6	6/6	6/6
Mean	5.32/6	5.59/6	5.37/6	5.5/6

### 2 Verbal Takeaways (taken verbatim from the evaluations):

1. **Undergraduate Intermediate Microeconomics II (Fall 2020):** "Very very helpful and approachable. Explained concepts very well and was very understanding and made sure that students were following and was always willing to re-explain until people understood it."
2. **Graduate (PhD) Microeconomics II (Winter 2021):** "Best TA yet! Very effective at communicating key ideas, solving questions, and emphasizing critical areas, and goes above and beyond to make an effort to put themselves in the students' shoes. Gave excellent advice on tackling exams, etc. Cannot think of any improvement."

3. **Undergraduate Intermediate Microeconomics II (Spring 2021):** "I cannot speak more highly of Tomer. Everything Tomer did for his students was immensely helpful. Learning the material for this class, quite literally, would not have been possible without his constant support and immense knowledge. As a teaching assistant, Tomer went above and beyond for students, discussion sections, and home-work help."
4. **Undergraduate Mathematics Foundations for Social Sciences (Fall 2021):** "I loved Tomer as a TA. He would always answer emails immediately and was extremely responsible. Could not have been more fortunate to have him as my TA."
5. **Graduate (PhD) Microeconomics II (Winter 2022):** "Explains the material very clearly! Tomer's sessions were essential in following the class. Ensures everyone understands and is willing to give more than 100% for students; very enthusiastic about the content of the class and approachable. Really cares about students and wants them to deeply understand the material, its application, and intuition. Wonderful TA - Thank you!"
6. **Graduate (PhD) Microeconomics III (Spring 2022):** "Tomer is great! I am very inspired by the way he presents the material and am amazed at how clear his mind is. I benefited greatly from his TA sessions and office hours, and from a research perspective, I am inspired by his enthusiasm and passion for his work."
7. **Graduate (PhD) Microeconomics II (Winter 2023):** "Tomer is a wonderful teacher and a very kind person. He was really encouraging and supportive when I had trouble with the class, very patient with my questions, and always willing to help during office hours and over email, going the extra mile to ensure we understood the material. He was prepared for every TA session and taught useful problem-solving strategies, ways of breaking down exam questions, etc. I am grateful for his dedication and support for us as students and individuals!"
8. **Graduate (PhD) Microeconomics III (Spring 2023):** "Tomer goes out of his way to care for his students time and again. He helped me immensely with the material, and I could not have gotten through this course without his sessions. He is meticulous, knowledgeable, and passionate. Thank you very much for your support!"
9. **Graduate (PhD) Microeconomics II (Winter 2024):** "Tomer was always well prepared, and his recitation classes helped me understand concepts I missed in class. He generously answered questions I had throughout the quarter, in office hours, and via email and Zoom. I appreciate the effort and devotion he put into teaching us."

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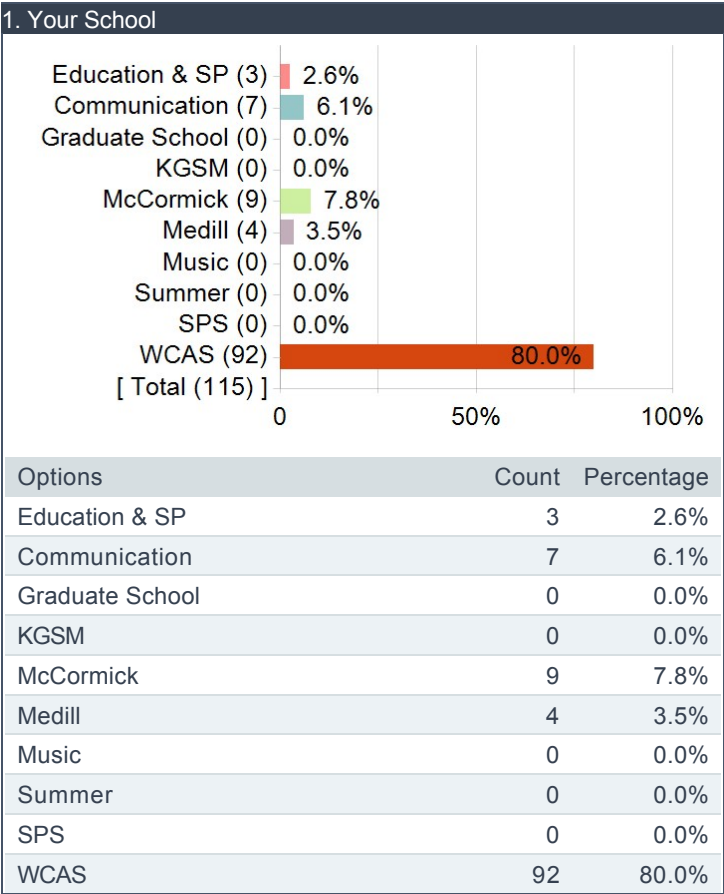
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Course Evaluations

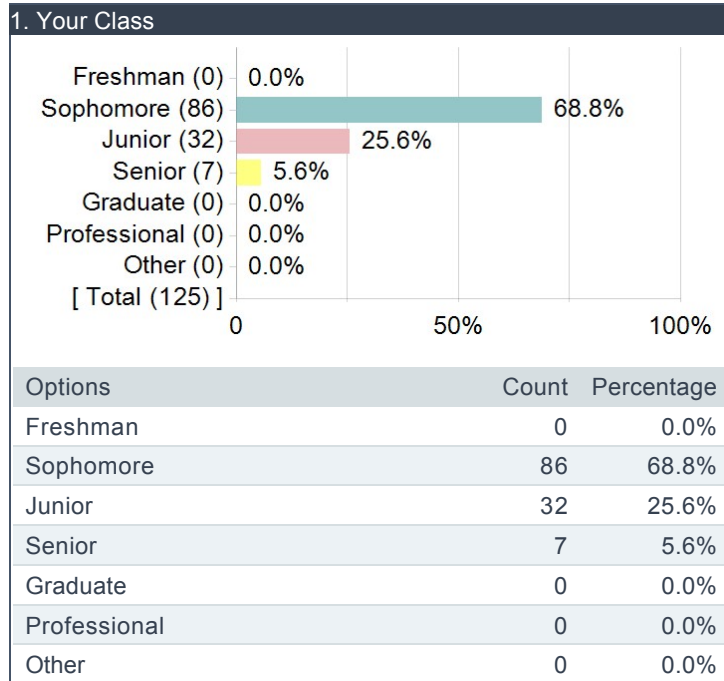
Teaching Assistant	Course
Tomer Yehoshua-Sandak	ECON_310-2_20: Microeconomics

DEMOGRAPHICS

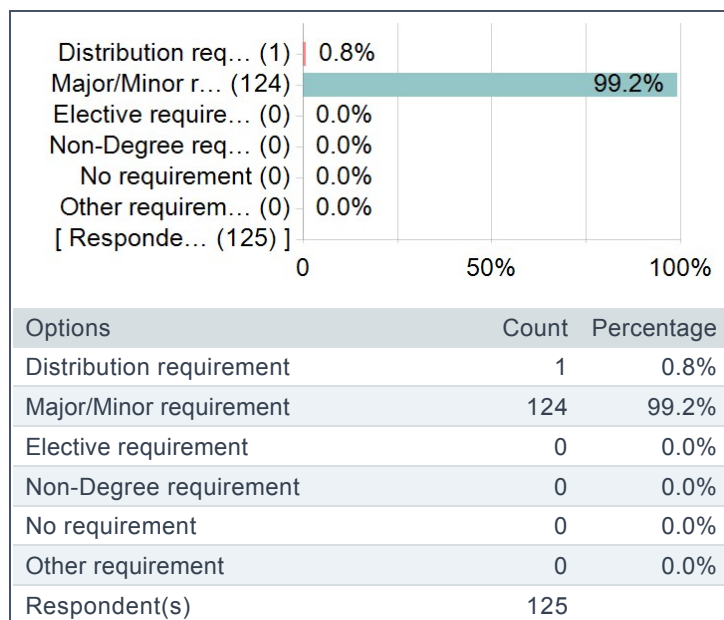
Your School



## Your Class

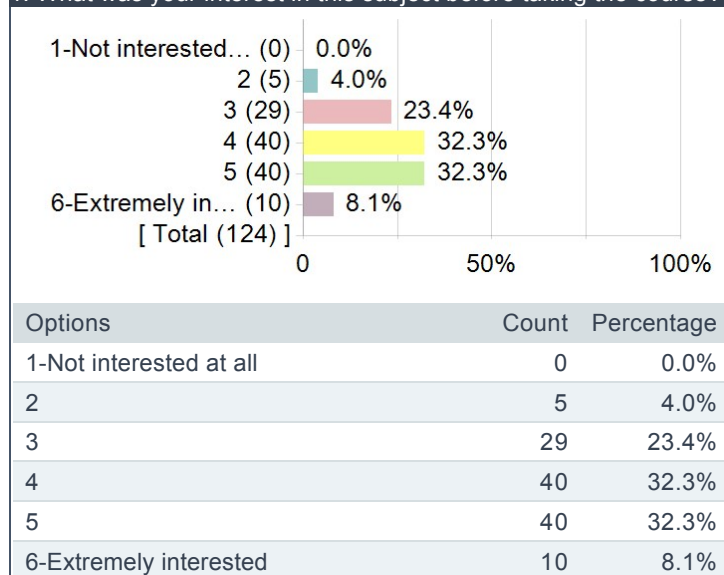


## What is your reason for taking the course? (mark all that apply)



## What was your interest in this subject before taking the course?

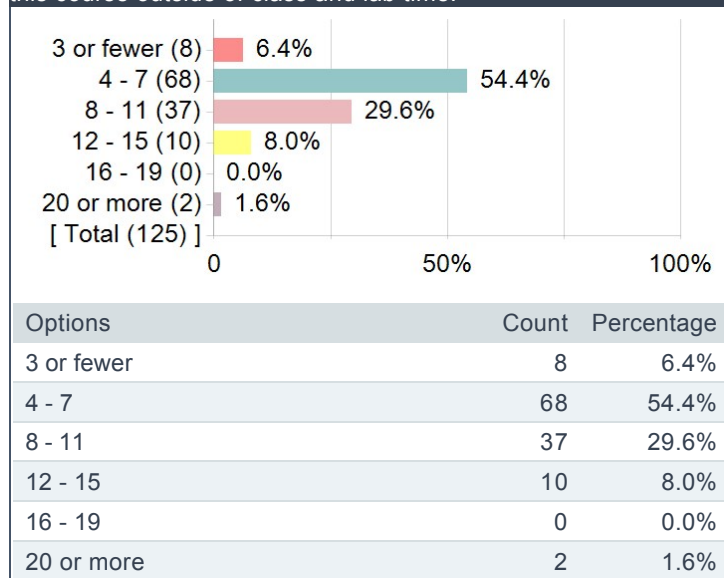
1. What was your interest in this subject before taking the course?



## TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

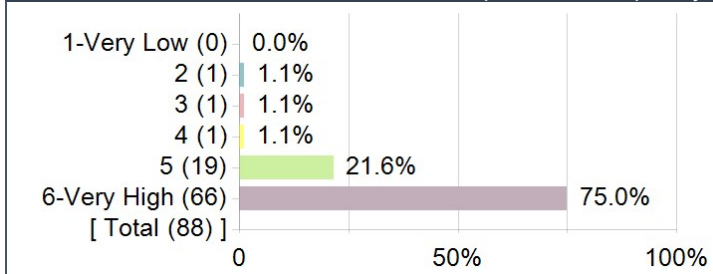
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

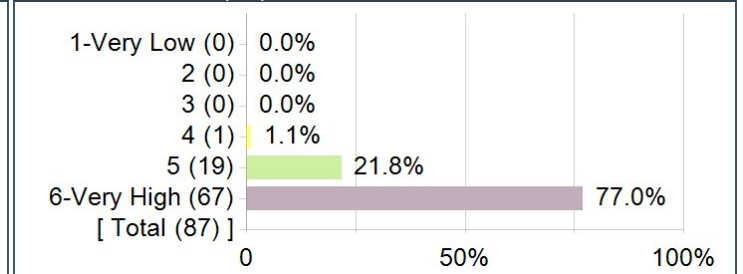
Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.



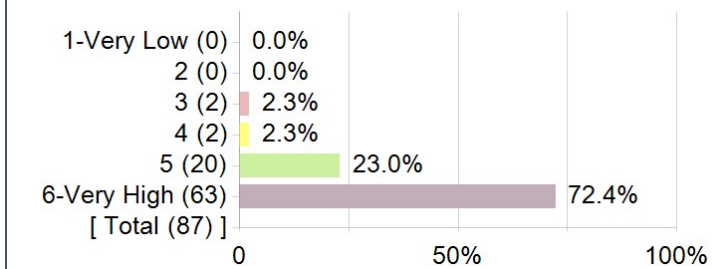
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	1.1%
3	3	1	1.1%
4	4	1	1.1%
5	5	19	21.6%
6-Very High	6	66	75.0%
Statistics			Value
Response Count			88
Mean			5.68
Median			6.00
Standard Deviation			0.67

2. The TA was well prepared for each session.



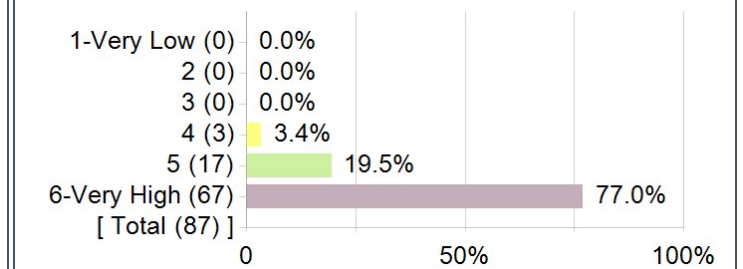
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	1	1.1%
5	5	19	21.8%
6-Very High	6	67	77.0%
Statistics			Value
Response Count			87
Mean			5.76
Median			6.00
Standard Deviation			0.46

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	2	2.3%
4	4	2	2.3%
5	5	20	23.0%
6-Very High	6	63	72.4%
Statistics			Value
Response Count			87
Mean			5.66
Median			6.00
Standard Deviation			0.64

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	3.4%
5	5	17	19.5%
6-Very High	6	67	77.0%
Statistics			Value
Response Count			87
Mean			5.74
Median			6.00
Standard Deviation			0.52

## OPEN-ENDED QUESTIONS

## What are the primary strengths and weaknesses of the teaching assistant?

Comments
helpful
effective when answering questions
Tomer would always be on the spot to answer students' questions using the chat feature on zoom. He was able to answer every question that was posed to him quickly and thoroughly which was a huge help to all students.
tomor wasn't very useful. he was kinda just there.
He was very nice and helpful.
N/a
Tomer was always super helpful in this class, funny during our lectures, and super passionate about the topics we were learning
Tomer is the only reason why I go to class.
Not as enthusiastic, but very helpful in office hours
Tomer is an amazing person and is so dedicated to the class and the students! He always stayed long after his office hours to answer questions and even met up with me at random times.
Great TA. Always answered questions thoroughly and walked through problems clearly and comprehensively
Genuinely one of the best Econ TAs I've ever had he made this class infinitely better
Tomer's intelligence is unparalleled. However, he is still able to effectively answer students questions and is understanding and patient.
Amazing, accommodating TA. A complete genius as well.
Very very helpful and approachable. Explained concepts very well and was very understanding and made sure that students were following and was always willing to re-explain until people understood it.
He's very knowledgeable about the subject and is very good at answering questions. He's very polite too!
Tomer was a great TA. He is very helpful at explaining topics, and his lectures were always very helpful. There are times where he would go a bit too fast though.
one of the best TAs I've ever interacted with
He's the coolest.
Great guy
Tomer was a really good TA and definitely seemed like he knew what he was talking about.
Is very knowledgeable about the subject but doesn't always communicate things in a clear way
Tomer was terrific! His encyclopedic knowledge of economics is astounding.
Tomer was an amazing TA he was always present and really helpful.
Tomer often skipped over the solutions for the 8am test or did not deliver them in-depth. As someone who took the 8am tests, I was unhappy with that.
great job answering questions during the chat, and leading sections
Great TA
Very prepared and thorough in his explanations to problems from tests and problem sets.
So helpful, he is the best.
Tomer is fun and loves to help. He is definitely well prepared.
He is very interested in the course material, and was very responsive to students' questions on Zoom.
Tomer was a good TA and very passionate about the subject.
Tomer is a great TA, he is so nice and does a thorough job in explaining ideas and going over the test answers
Fantastic comments in the chat. Funny and helpful. For sure my favorite part of lecture. You're the best, Tomer!
He was always there to answer questions in the Zoom chat when students had questions.
Great guy
Tomer is by far the most involved and capable TA I've ever had in an Econ course. 11/10 buddy.
Funny and helpful perfect blend
So helpful in the chat during lecture !!
Tomer complimented the instructor very well and was very smart too
overall, a goat ta. just outstanding.

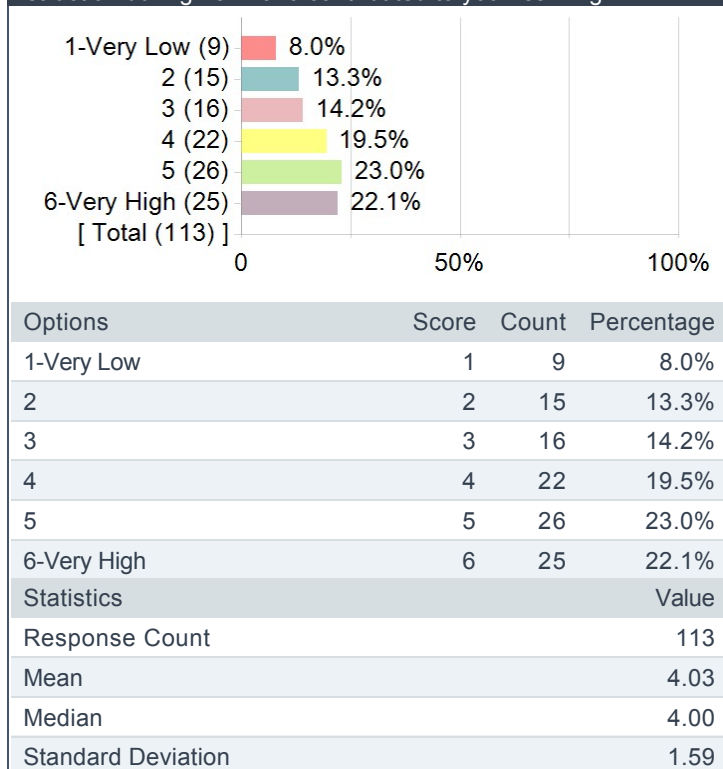


Comments
TOMER IS THE BEST
Tomer's a legend, and consistently spot checked professor Ogawa. Frequently added significant intellectual depth to our discussions.

## REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Fall 2020 contributed to your learning.

1. Rate how well the approaches used in this course for remote instruction during Fall 2020 contributed to your learning.



Which aspects of the remote instruction helped contribute to your success in this course? Please explain.

Comments
recorded lectures
Recorded discussion sections were helpful.
The zoom lectures were kept at forty minutes but were taught clearly and at a good pace. Daily partner quizzes were also implemented well, as this helped engage with a peer to figure out a difficult problem. Group problem sets were also assigned which was a great idea as this allowed students to virtually meet in small groups on their own and spend as much time on a problem set as they liked.
The typed notes are helpful
He did a good job keeping everyone attentive during lecture. While I hated the cold calling it forced me to pay attention.
N/A
I enjoyed getting to work with randomly assigned partners on weekly worksheets and problem sets.
Weekly quizzes and worksheets, so students had to learn and catch up.
Weekly tests and worksheets made sure that I stayed up to date on content. Also, I learn best with practice, so these problems served as practice to cement concepts in my brain.
Daily tasks and check-ins were very helpful to keep me on track.

Comments
Terrible remote instruction.
A lot of engagement with the material through problem sets and quizzes.
Professor had a good understanding of zoom
The constant assessments helped a lot
Partner quizzes and weekly test held everyone accountable to keep up with the material
Recorded lecture videos
We stayed engaged because everyones cameras were always on.
I think that the group work was really helpful and should be continued.
Various TA sections and having past tests and exams available to study from.
The office hours and group work definitely helped with the learning
The weekly handouts were useful for organizing and reviewing lecture notes.
Not a positive thing, but the absurd work load and daily tasks definitely ensured that I learned a lot.
The fact that he wrote the notes under a camera was helpful because it was like writing on a whiteboard in person. This was much more helpful than slides because it helped keep the pace manageable.
The partner quizzes and office hours.
Everything was incredibly stressful and time consuming. Only the TAs with their office hours helped me in this class.
The quizzes before class made me learn the content
Notes
Weekly quizzes and the flexibility of when you take them.
I think that the fact that the tests were so well monitored and the problem sets given were highly helpful.
Things like the practice exams, weekly tests, office hours, etc. helped, but I think there were also a lot of unnecessary assignments and tasks that were a burden.
Ability to use notes in tests
The notes were comprehensive.
The class although demanding always kept us on top of our work and this really made it more engaging and helped us learn the most.
working in groups on problem sets was nice.
The group work, as well as additional outside help in sections, made the class more engaging. I also felt the weekly tests and quizzes provided effective tools for reinforcing the content of the tasks
I liked the group problem sets because they held me accountable and allowed me to meet new people.
I think the lecture style was very useful in learning the content remotely.
If anything, remote instruction made it more difficult to learn in this class.
The quizzes and test each week weren't enjoyable, but they definitely forced me to make sure I knew the material.
This class was probably my best in terms of remote instruction. Prof. Ogawa's lectures were balanced between *fairly* easy partner quizzes and lecture. There were ample opportunities to gain points and earn participation scores. It was frustrating in the moment to have 2 quizzes, a test(more like a quiz), and a problem set every week but looking back on the quarter it was a great structure and fairly low-stress.
less partner quizzes
Weekly tests allowed me to absorb as much information as possible.
The flipped classroom
I think the online instruction made it easier to meet other students in the class to help discuss practice problems and work through the problem sets.
The weekly tasks help me learn a lot.
Weekly tests as opposed to monthly midterms really helped me stay on top of material. Similarly, the required live lectures kept me on top of my work.
The problem sets were helpful.
Again the flipped classroom meant a lot.
Repeated quizzes and tests.
Being able to watch recorded lectures and having smaller assignments rather than midterms

Comments
None. I have succeeded in spite of remote instruction.
I liked how we were required to meet every class so that I wouldn't slip behind and just watch all the recordings at a later time.
Mandating that the camera has to be on was very helpful. Additionally, I liked professor Ogawa's emphasis on collaboration.
LECTURE RECORDINGS. They helped me learn so very much. Please never get rid of them.
working in groups was very helpful considering flipped classroom
Honestly, I did not enjoy having a test and two worksheets every week, especially with the constant check-ins and problem sets, though while studying for the final, I realize how much it helped me actually learn the material.
Spending so much time on the class was a bother at times but really learned a lot.
constant assessments required staying on top of material.
<ul style="list-style-type: none"> <li>– weekly tests and quizzes kept me on track</li> <li>– cameras had to be online</li> </ul>
The structure of the class, that is, having something for the class due every day at 5, was a wonderfully effective way of keeping my head in the class. Zoom lectures never dragged on long, and the whole course fostered digital communication.

### Which aspects of the remote instruction could be improved? Please explain.

Comments
more examples in class instead of just covering the topics
There were too many assignments on consecutive days.
I think professor Ogawa utilized several remote instruction techniques adequately and efficiently.
1) not making us buy and use an extra phone stand. very unnecessary and annoying 2) tell us our grade/standing in the class before the 9th week. Even now, Nov 30th, I and everyone else has no idea what grade they have going into the final. 3) not be so arrogant and harsh
Less class time should be spent on work that will be graded. I have never had a class where I needed to spend so much time learning the material outside of class. The workload was just very overwhelming for me.
N/A
Even though Professor Ogawa was very accomodating for the time difference regarding the weekly tests, he didn't offer any other final times or options so I had to take a final from 3 a.m. to 6 a.m. my time which was highly inconvenient and has affected my performance negatively.
Less testing would be nice.
Don't give students 2 quizzes a week and a TEST every WEEK. It was way too much anxiety over a class that shouldn't even be this hard. Ogawa tested us on material he briefly went over 5 minutes ago. He would also only test edge cases. None of the practice material was helpful. Overall horrible experience.
n/a
I think that the group assessments and the rating system could be improved
So much was required just to get a B– in this class. There was almost always something to do every single day, and it was very hard to keep track of things and manage everything if a student was busy or had other issues
Test-taking structure and pace of class
Less quizzes/tests/exams. Taking a quiz every single lecture, taking a test every single week — on top of a weekly problem set, requires an absurd amount of time. And, the final is still 50% despite us taking 30 quizzes/tests throughout the quarter.
I'm not sure if curving participation was the right approach within the class especially considering the limited opportunities international students had to contribute to live classes.
I couldn't see why Respondus Lockdown Browser was necessary — it seemed to only cause more problems. Other than that, I understand most of the decisions in this class, though I was unsure why the footage of us taking tests was uploaded to the Zoom cloud recordings. I also feel like Piazza would have been really helpful for this class for those unable to go to office hours (which were the best time to ask questions, but mostly where you would watch a TA work through a question, which was helpful in itself).
It was frustrating to repeatedly hear from professor Ogawa that he knew the way he was teaching the class was overbearing but not make adjustments to make our lives easier. Again, I understand the difficulties associated with remote learning but it often felt like Professor Ogawa was aware that the testing he had incorporated to compensate for remote circumstances was unreasonable but didn't really care.
the setup of the class increased workload by a ridiculous amount.

Comments
While the amount of work kept people refreshed to what is being taught, I think the number of worksheets and tests we had was too much. At some point, it felt like there were so many that they stopped being important and people stopped studying for them. I think a better system would be less class time devoted to the worksheets/tests and make them less often, therefore increasing their importance and increasing class time to cover material.
International students seemed to be at a disadvantage to their domestic peers, due to the time zone differences and class structure. We had to take two quizzes and a test every week. Quizzes were taken during live lectures, and the lowest score from each week would be dropped for the week's final score. International students had only one alternative time to attend, which oftentimes meant that they could only complete one quiz, and thus, submit one score for consideration. As such, there was less room for error for international students, which made the class feel slightly more unforgiving. Moreover, in lieu of attending live lectures in which participation is required, international students had to submit a full set of lecture notes within a 24-hour period. Domestic students could miss up to three live lectures, while there was a zero-absence policy for international students. All in all, it seemed that the class structure and grading policies were unfair to international students for reasons beyond their control.
Expectations for students HAVE to be lowered. There was absolutely no effort to accommodate to students during a PANDEMIC. In fact, Ogawa made this class even harder than it has ever been before. What a ridiculous experience this was.
It seemed like they tried too hard to control all of the variables of remote instruction and could have benefited from more flexibility. It was a bit strict and harsh in terms of cameras turning off or all the requirements for taking exams, this often added stress for students.
International students could only take one partner quiz per week which meant that they couldn't drop their lowest score, whereas the US students could. This is pretty unfair.
The lectures did not explain the topics very well. The notes had multiple typos. The weekly tests and psets were so stressful and time consuming. The grading for this class is extremely vague, which just makes everything even more stressful.
The testing seemed a bit excessive and regimented
Less material
Not treating us like 6th graders. If we don't want to take notes or meet people and work through problems together, that is our fault and it will show on the exams. The Friday check-ins and partner quizzes felt so pointless and were so easy to forget/do stuff wrong, especially because for a lot of the partner quizzes, we had to learn the material on our own. Also, the logistics of the final exam were MINDBOGGLING. I know the goal of it was not to let anyone cheat, but changing the numbers to depend on our net-ids, the different parts at different times, giving us essentially a 2.5 hour exam instead of a normal final, and the separation of canvas and Crowdmark were all way too confusing and unnecessary. In a global pandemic where most of us are all isolated at home with little human interaction, during an economic recession and a confusing and strenuous political climate, even if the goal of a class is to get as much material and grasp on to it as possible, another priority should be to help the wellbeing of the students, not create even more unnecessary stress, and then disregard our input and the fact that the professor knows we will give bad CTECS but the professor doesn't care because he thinks we are learning more than we would (which to be fair i think we did).
More discussion sections to go over the problem set.
There were a lot of unnecessary assignments and tasks. This is a time-consuming course, and it seemed like Ogawa was trying to make it as difficult for students as possible.
Breakout room quizzes
See above. Reduce the frequency of assignments.
This quarter was hard in general and sometimes keeping up with the work made it even harder.
we had to watch many TA videos on our own, since our discussion section was taken over by a weekly test.
n/a
Too much separated quizzes that made me confused, could be simpler.
The grading expectations could be made more clear at the start of the quarter. The partner quizzes felt unnecessary and took away from lecture time.
None.
I didn't like how there wasn't really a discussion section and that it was just replaced with the weekly tests and instead, office hours were sometimes pre-planned ideas.
Instead of a test every week, I feel like discussion section would have been a better way for us to actually learn rather than just being tested all the time.
I don't think group problem sets when remote is ideal. It was always difficult to find a good time.
less individual tests
None – best class I have had yet in remote format.
I actually really liked how it was set up
Having group quizzes became difficult every so often because the WiFi of individuals would become spotty and make quizzes

Comments
harder to complete assignments in the allotted time.
Possibly, more in-depth explanations for class materials towards the end. It does get confusing and overwhelming.
N/a
None.
He was a little cavalier with the final time and that was annoying. Would have been actually challenging if I had had back to back finals
More opportunities for interaction
Only the answers in detail were posted of the later test and I always had to take the earlier test due to conflicts with a different class so I would have liked to have the answers worked through for the earlier test too. Also we only had 80 mins of lecture a week instead of 160 which was better for me focus wise but this is a significant decrease in lecture time that we would have had if it was in person
Just lay off, please. Zoom fatigue is real. Most people (myself included) WANT to learn the material since this a core econ major class, but this class became such a source of stress since Ogawa was so worried about people cheating. Stop treating us like clueless middle schoolers. We are all capable of putting in the work to succeed. And ultimately it is up to each individual whether or not they want to complete problem sets and go to office hours, etc. Forcing people to complete tedious tasks such as Friday "check-ins" is not an effective method of instruction, but rather babysitting. I have never felt so undervalued by an instructor in terms of my academic capabilities and integrity. All I have to say is: stop assuming the worst.
I think that the insistence on having something due every class period and every discussion section was just too much work. It made me more concerned with getting a good grade rather than actually absorbing the information.
With regards to academic dishonesty, while I understood and appreciated the intentions of the professor, the solution he presented wasn't the best. We had weekly tests, where we recorded ourselves from two angles and weren't allowed to move our hands off screen. Also, if we finished the test, we weren't allowed to submit and leave, but had to wait until the end of the block so everyone would submit at the same time. This whole experience was unnecessarily stressful, and I only realized how poor the testing experience was when I took midterms in other classes and was shocked at how much more calm I was. Also, we'd have two partner worksheet sessions a week, where we had to work with someone random to do a graded problem set. This wasn't as bad, but the sheer amount of worksheets and weekly tests was a bit much. Also, we'd have required group problem sets. In general, the course was organized, taught well, and ensured students were always up to date. However, the grading policy (where you can't get an A unless you do extra questions during the final), testing policy, and grade breakup was stressful and hindered my learning experience.
Since answers to tests were gone over in recorded office hours and the answers generally didn't have explanations, it was a little difficult to find the right recording for the test explanations I needed. If they were named or put in one place so they were easier to find that would definitely be very helpful and would have saved me a lot of time combing through all the recordings to find the one I needed.
Weekly tests are a burden and I did not find they helped me learn any better
more teaching from the professor less learning on own
n/a
– this class would have been a lot less stressful in person
I think emphasizing the extra content offered in TA office hours would have been nice. Obviously, extra material outside of class represents a time commitment, and it was sometimes hard to parse whether that commitment was worth it.

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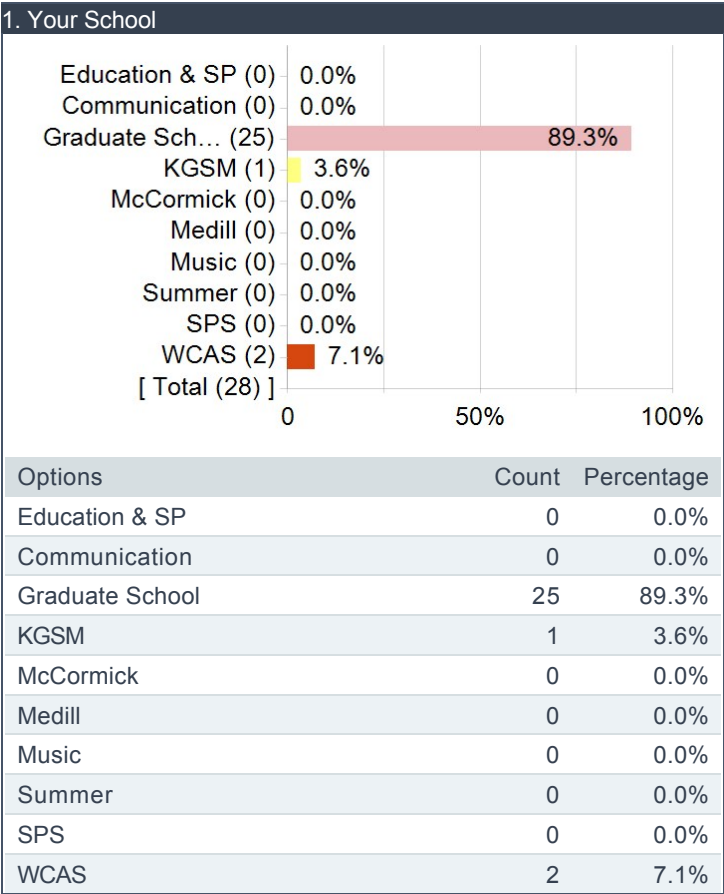
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Course Evaluations

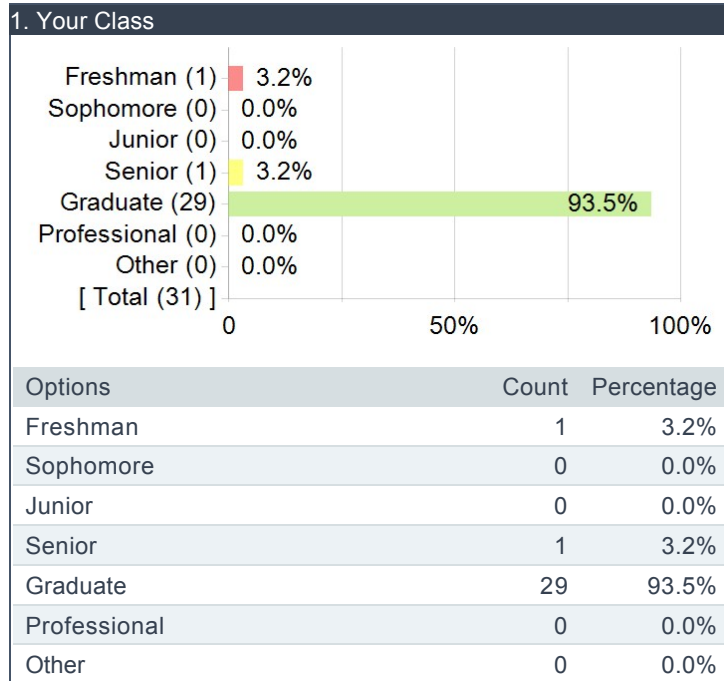
Teaching Assistant	Course
Tomer Yehoshua-Sandak	ECON_410-2_20: Microeconomics

DEMOGRAPHICS

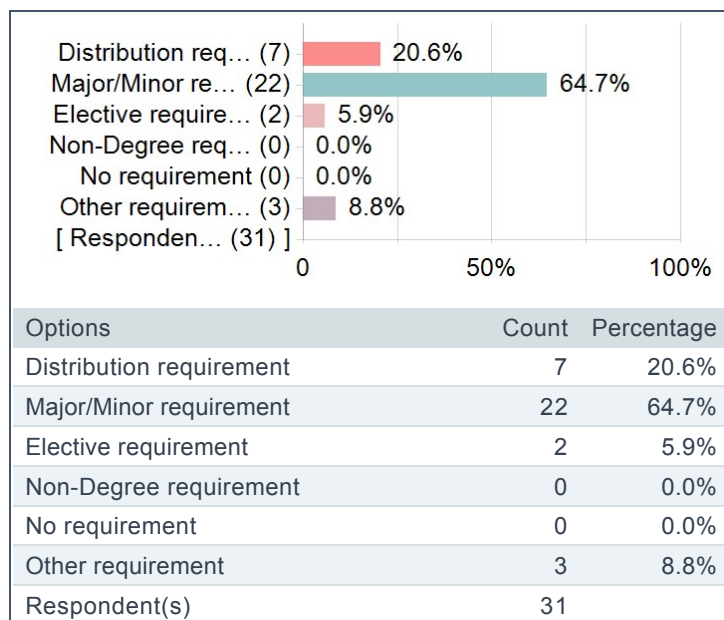
Your School



## Your Class

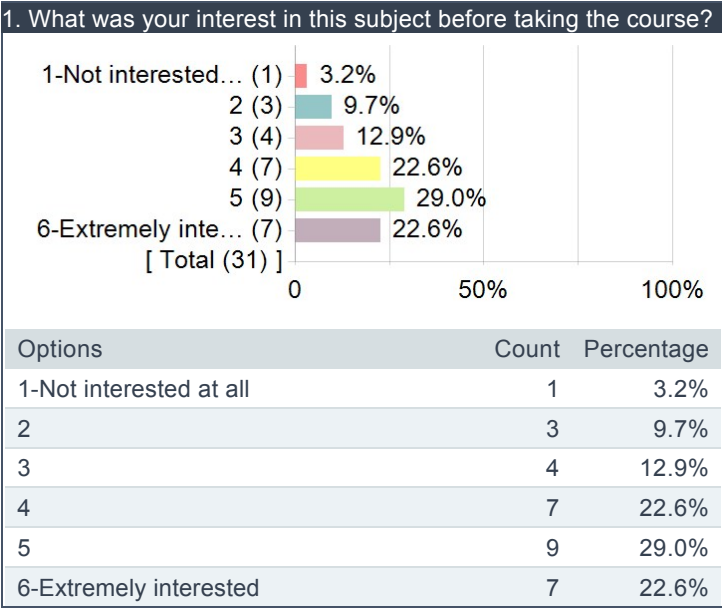


## What is your reason for taking the course? (mark all that apply)



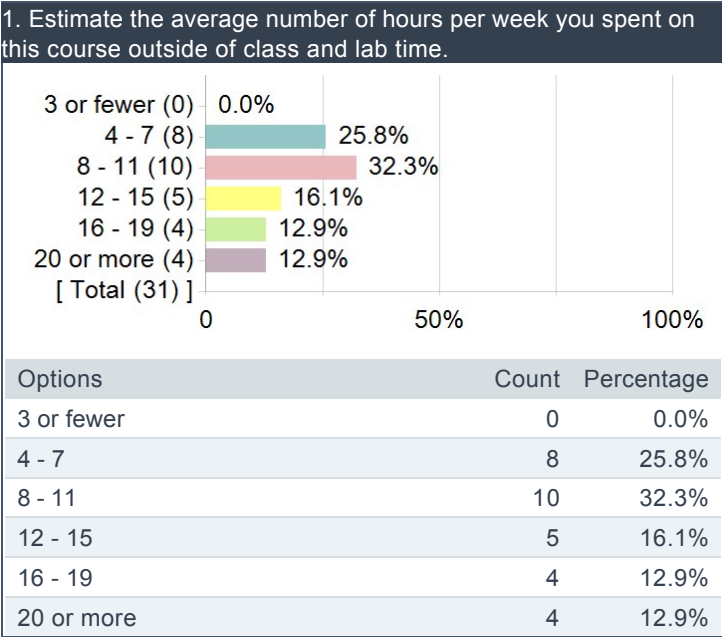


What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

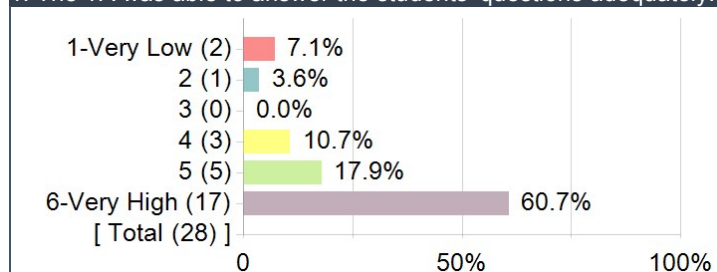
Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

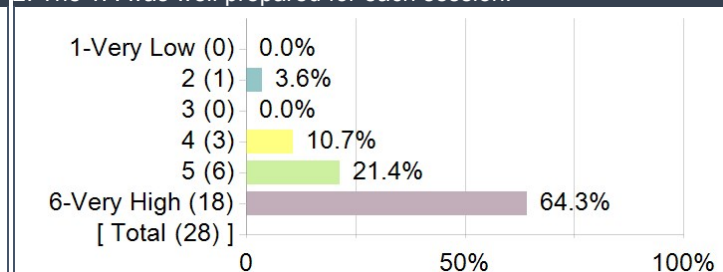
Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.



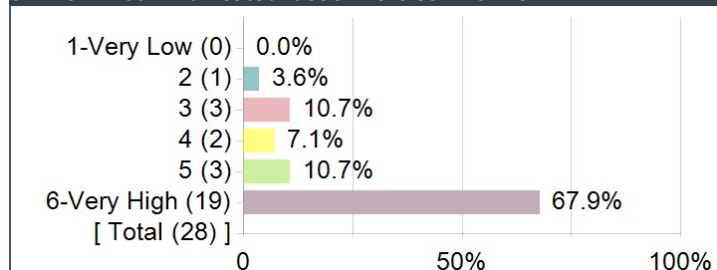
Options	Score	Count	Percentage
1-Very Low	1	2	7.1%
2	2	1	3.6%
3	3	0	0.0%
4	4	3	10.7%
5	5	5	17.9%
6-Very High	6	17	60.7%
Statistics			Value
Response Count			28
Mean			5.11
Median			6.00
Standard Deviation			1.50

2. The TA was well prepared for each session.



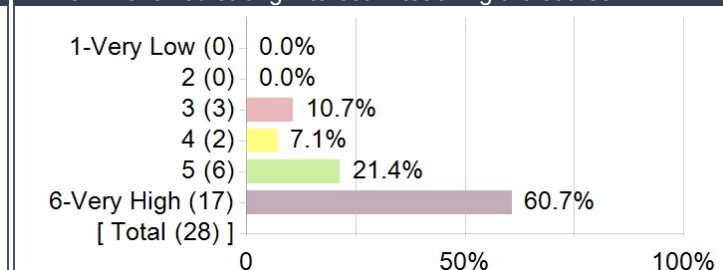
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	3.6%
3	3	0	0.0%
4	4	3	10.7%
5	5	6	21.4%
6-Very High	6	18	64.3%
Statistics			Value
Response Count			28
Mean			5.43
Median			6.00
Standard Deviation			0.96

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	3.6%
3	3	3	10.7%
4	4	2	7.1%
5	5	3	10.7%
6-Very High	6	19	67.9%
Statistics			Value
Response Count			28
Mean			5.29
Median			6.00
Standard Deviation			1.21

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	3	10.7%
4	4	2	7.1%
5	5	6	21.4%
6-Very High	6	17	60.7%
Statistics			Value
Response Count			28
Mean			5.32
Median			6.00
Standard Deviation			1.02

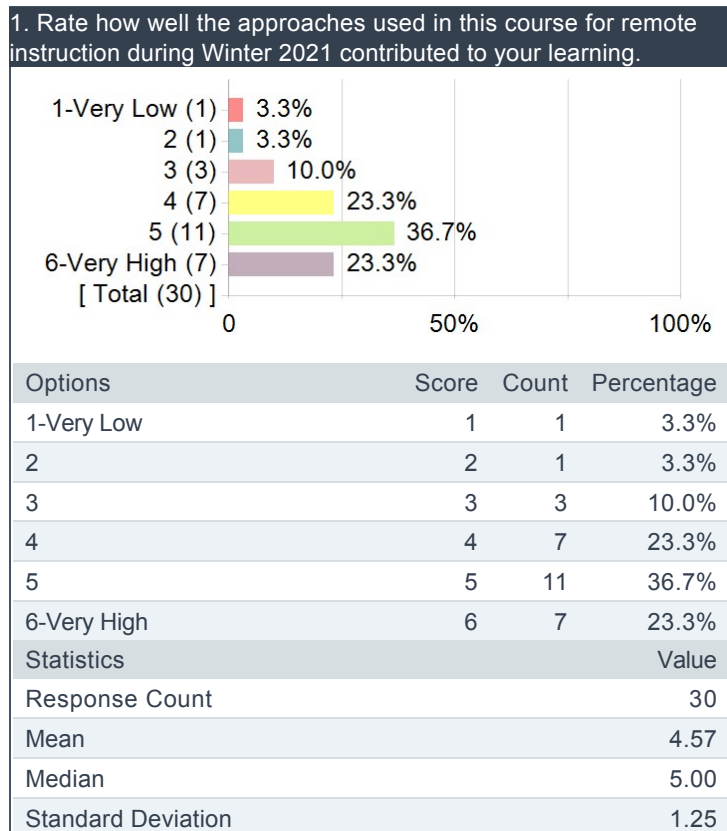
## OPEN-ENDED QUESTIONS

### What are the primary strengths and weaknesses of the teaching assistant?

Comments
When asked questions, Tomer wasn't always able to understand the student's point and came across (probably unknowingly) as somewhat dismissive of students' concerns.
When we solved exercise, it seems to me that we always took the longest path, with a lot of algebra, few intuitions and few useful hints on how to answer exam questions. Why?
Many questions were asked in TA sessions, but sometimes Tomer seemed annoyed by them; it did not help in asking whatever I wanted
Very clear and helpful
Enthusiastic and knowledgeable. Thanks for your TA session!
Generally, the pacing of the TA sessions was too slow.
.
Tomer is one of the very best TA's I've had and having him teach us was in my opinion one of the highlights of the course.
.
Best TA yet! very good in effectively communicating key ideas, solving questions and emphasizing on critical regions, but goes over and beyond other TAs by making an effort to put themselves in the students' shoes. Gave extra great advice on how to tackle exams etc. Cannot think of any improvement.
Tomer was very helpful, prepared and available. My only comment is that it would have been helpful to show how to solve exercises "quickly". In particular, for some topics finding a solution following all steps is too time consuming during the exam. Therefore, I would have appreciated if we were presented with both a complete approach and a more intuitive and rapid one.
Tomer is an excellent communicator of course content, and he is super helpful and accessible
Miguel and Tomer are the best TAs I've ever had. Both have a great understanding of the subject, can explain it nicely, and grade assignments justly. In my view, these are 3 components of an excellent teacher. Thank you, guys!
Tomer was very helpful when reached with queries and would always make sure that the student has understood. He would explain the concepts as many times as needed. Just that sometimes he would go over very basic steps in the problem solving and that would take a lot of time. Probably in certain cases the algebra can be skipped and pace the sessions, if every student is clear and doesn't ask questions on it.
The TA sessions are incredibly helpful and steps to solve the exercises are explained in an extremely careful and clear manner, this was super useful to understand the concepts. At the same time, I think that one of the two weekly session should be devoted to solve the exercises in a different way, explaining useful tricks to solve them faster since the exam is basically a race against time.
He masters really well the material
Strengths: very clear, happy to answer questions, extremely kind about helping during office hours and when people had questions while preparing for exams Weaknesses: more explicit affirmation (e.g. phrases like "good question") when people asked questions is always helpful

## REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Winter 2021 contributed to your learning.



Which aspects of the remote instruction helped contribute to your success in this course? Please explain.

Comments
I really appreciated the set up: the best remote class quality up to now.
Recordings are smooth
Flexibility
Generally Marciano and the TAs were good at the technology for online learning.
.
Recorded lectures are really good.
.
None
It was easier to ask questions
Clear lectures and detailed TA sessions helped. Between these, the theory was presented and so was how to solve example problems.

**Which aspects of the remote instruction could be improved? Please explain.**

Comments
NA
.
It is hard to participate remotely. Maybe we could use polls and the chat to make this easier? An obstacle is definitely given by the fact that we (as a class) do not know each other yet.
.
I think the professor should have used the tablet (with the annotation functionality) since the beginning of the course and not only after a part of the course. Also, it would have helped if the professor had used some form of "virtual blackboard" to teach, instead of relying mostly on typed slides
Raise hand option
Generally the slides were okay, but sometimes they could be dense, or I felt it would be helpful if what was being presented could be more interactive.

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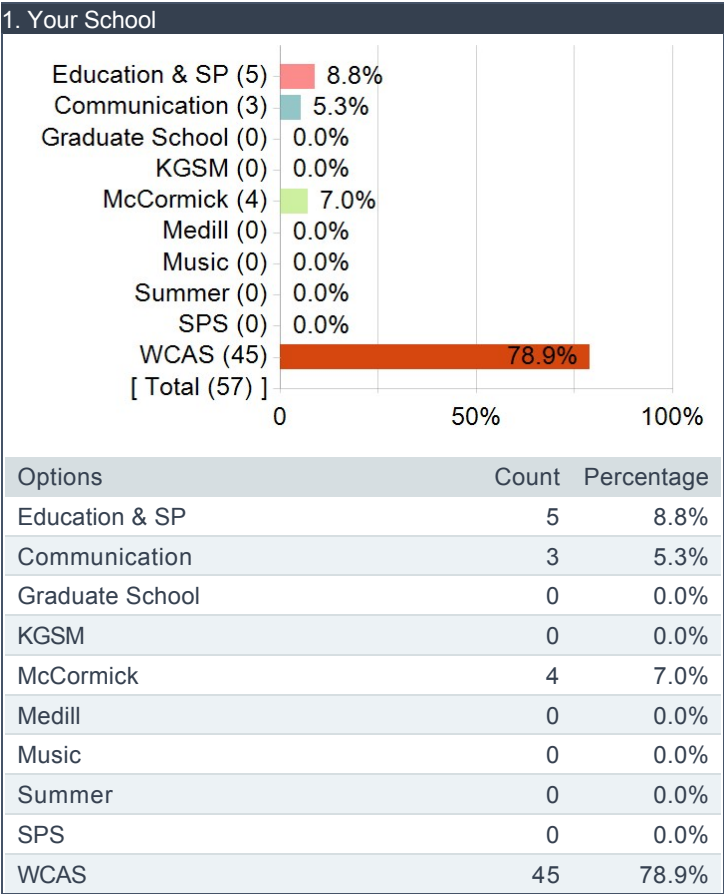
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Course Evaluations

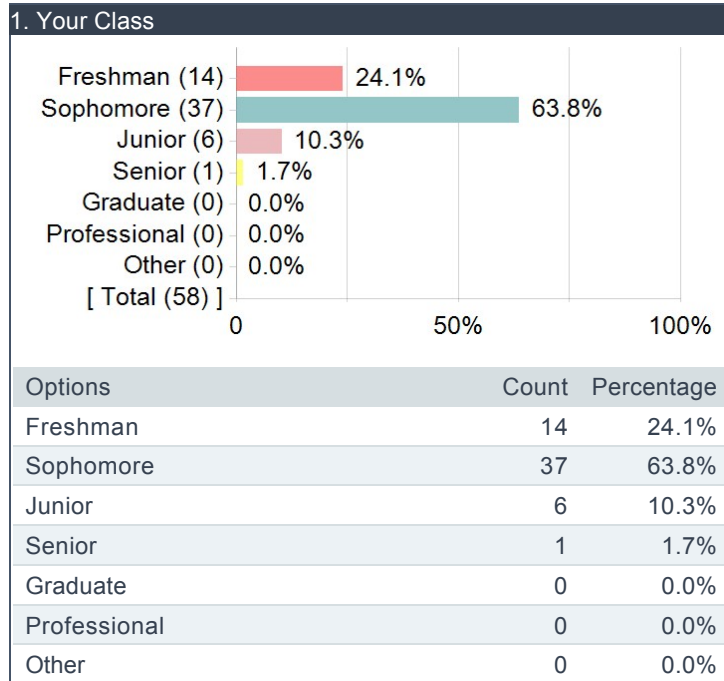
Teaching Assistant	Course
Tomer Yehoshua-Sandak	ECON_310-2_20: Microeconomics

DEMOGRAPHICS

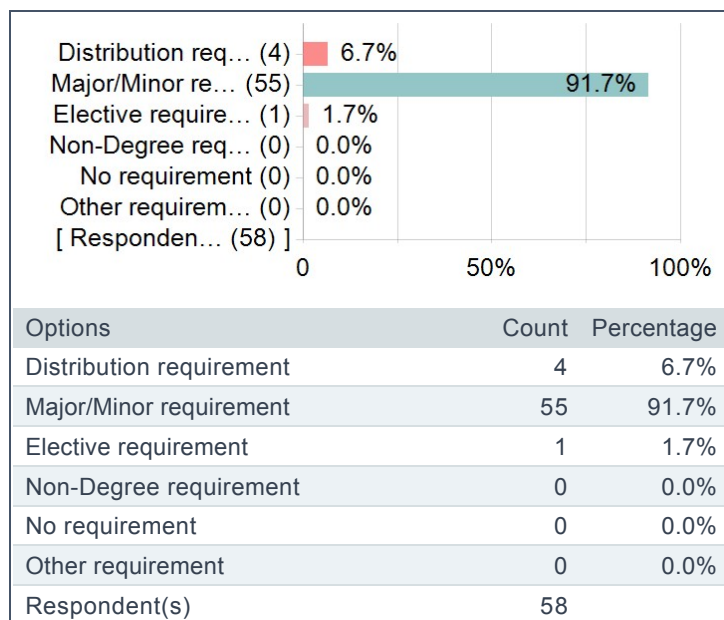
Your School



## Your Class

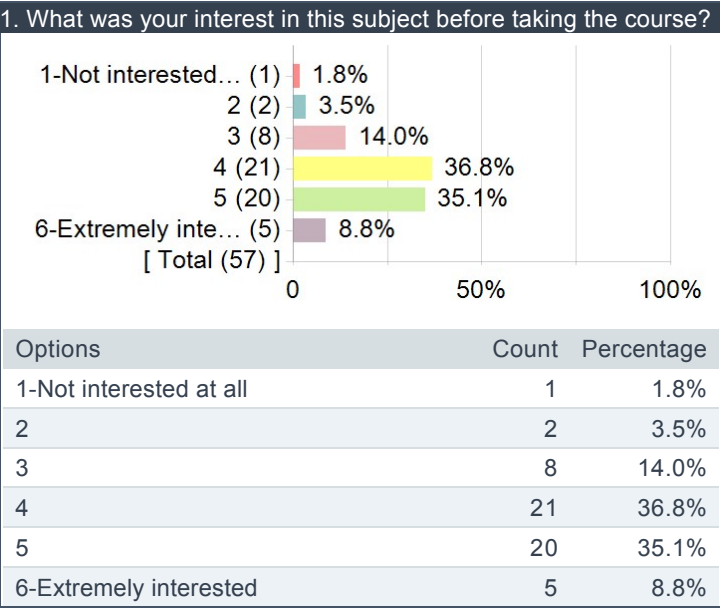


## What is your reason for taking the course? (mark all that apply)



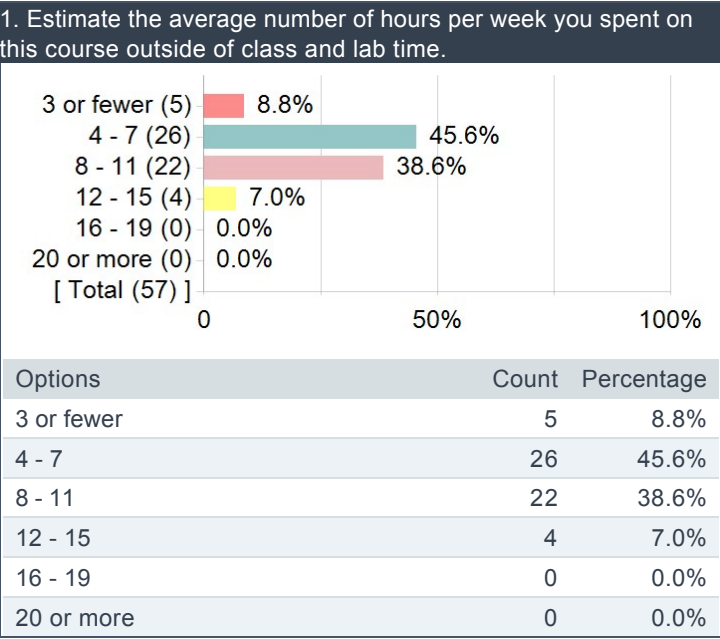


What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

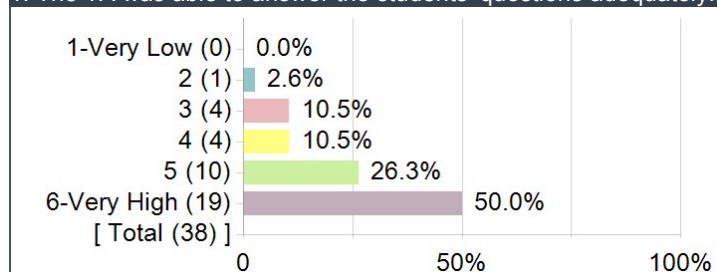
Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

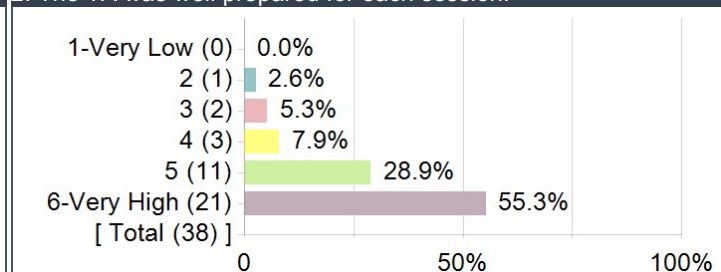
Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.



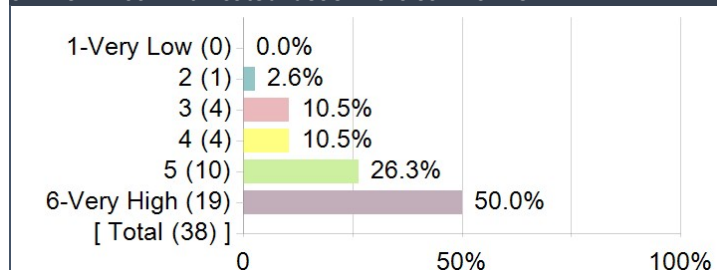
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.6%
3	3	4	10.5%
4	4	4	10.5%
5	5	10	26.3%
6-Very High	6	19	50.0%
Statistics			Value
Response Count			38
Mean			5.11
Median			5.50
Standard Deviation			1.13

2. The TA was well prepared for each session.



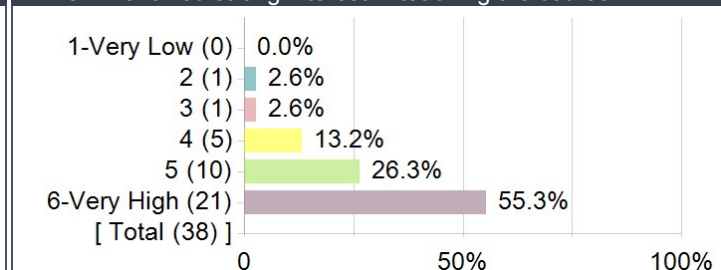
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.6%
3	3	2	5.3%
4	4	3	7.9%
5	5	11	28.9%
6-Very High	6	21	55.3%
Statistics			Value
Response Count			38
Mean			5.29
Median			6.00
Standard Deviation			1.01

3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	2.6%
3	3	4	10.5%
4	4	4	10.5%
5	5	10	26.3%
6-Very High	6	19	50.0%
Statistics			Value
Response Count			38
Mean			5.11
Median			5.50
Standard Deviation			1.13

4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
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2	2	1	2.6%
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4	4	5	13.2%
5	5	10	26.3%
6-Very High	6	21	55.3%
Statistics			Value
Response Count			38
Mean			5.29
Median			6.00
Standard Deviation			0.98

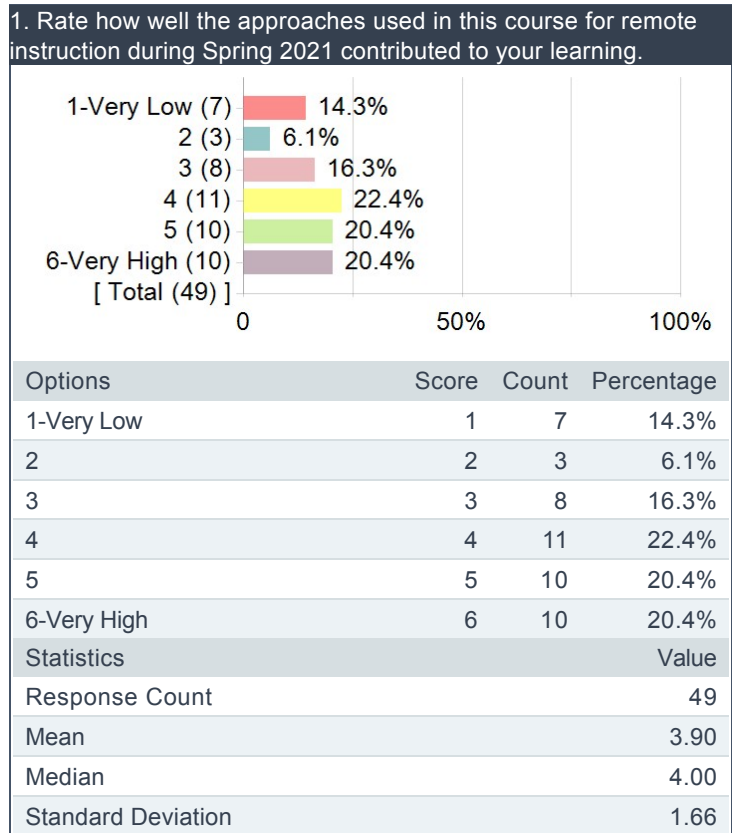
## OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
Tomer is great!
Great TA, sometimes took a bit too long during section explaining problems, but not really a bad thing since he was so thorough and they were recorded anyway.
Spoke up when needed
Explains concepts well
He was slightly rude but explained things very clearly
kinda meh
Great TA.
Very thorough and ensures students have an understanding of the material.
Tomer was very knowledgeable and always willing to help.
He was very good at answering questions and knew a lot about all of the topics and had no notable weaknesses
I cannot speak more highly of Tomer. Everything Tomer did for his students was immensely helpful. Learning the material for this class, quite literally, would not have been possible without his constant support and immense knowledge. As a teacher's assistant, Tomer went above and beyond for students, discussion sections, and homework help.
BEST TA EVER!! I understand so much from his sections.
Tomer knows how to explain very thoroughly and with incredible detail that was very fruitful for my understanding of microeconomics.
Good and patient
Tomer was great at running section, he always gave super detailed answers to the problems we worked through and his reasoning was also very easy to follow.
He was very nice and was willing to explain if we had questions.
Strengths: Very good at answering question in a thought manner, compassionate, kind
Explains solutions to problems well and in great detail. Easy to approach for questions given any level of a students understanding.
Good detail but teaches too slowly

## REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Spring 2021 contributed to your learning.



**Which aspects of the remote instruction helped contribute to your success in this course? Please explain.**

Comments
The hybrid nature of the course and being able to choose between in-person and at home was amazing.
Recordings are great!
Literally none. This course was made extremely difficult as a result of complicated and inconsistent remote learning challenges. For example, having to fill out tons of partner reviews, sometimes submitting problem sets to crowdmark vs google forms, having to meet with partners on weekends for problem sets
Wednesday problem set sections
Zoom recordings were helpful
I liked the live class sessions where we worked through examples in class but there was also a typed out version of the notes to refer to as well.
Cameras-on was a good rule to have. It increased my engagement.
It allowed me to rewatch lectures
None
None, never do remote again.
So many opportunities to get extra learning – many weekly office hour opportunities – and a ton of great supplemental information provided on canvas which was awesome.
The group work helped us meet new students, despite the virtual setting.
Office hours, being able to reference recordings when notes were unclear.
The group work helped me meet a lot of people and make sure I fully understood the topics
The aspects of remote instruction that DID NOT contribute to my success was the timed lecture worksheets, having to have my camera on (being in a low-income household with bad wifi issues really affected my ability to learn), and the chance that any time the professor can cold call me created a very nerve-wracking environment to learn from.
Canvas was used effectively.
I think the lectures ran smoothly when I attended online and the discussion section breakout rooms were definitely helpful in making sure I understood all of the material.
Professor Ogawa let us watch recordings instead of attend lecture.
Lots of engagement
This was the only course I have taken that utilized virtual instruction well because in-person sections were offered. Virtual instruction alone does not work in any capacity so if virtual classes are going to be offered, this is the ideal structure. With everyone vaccinated, there is absolutely no reason that every single class at Northwestern is not structured this way.
I really appreciate being able to work with friends on problems sets and reading the comments at the end of quarter.
The professor uses worksheet sessions to encourage us to work with each other. It really helped me stay engaged in the times of COVID.
Online office hours were much easier to attend and online sections were nice because they were recorded and I could watch them back to go over types of problems many times.
I liked how we could ask questions in the chat directly to the TA, this made lecture less disruptive because the chat box was not distracting us.
Having in-person exams were very helpful because all the zoom set up and second camera were stressful and not conducive to exam performance.
The provision of notes prior to classes was a great way of grasping an understanding of some topics prior to lesson, making the learning process more effective.
Good measures to prevent cheating, split-screen on Zoom
Working in groups for problem sets mimicked the in-person learning that I enjoy!
The mechanism used to give different groups for problem sets was very useful.
n/a

**Which aspects of the remote instruction could be improved? Please explain.**

Comments
The Professor's testing scheme and camera requirement was not good. Requiring things like multiple camera angles in an exam and a lockdown browser is very annoying for students and adds unnecessary stress.
Internet connection. Ugh, always troubling.
Way too complicated grading structure and overall class schedule. Please, please just make it SIMPLE next time
The excessiveness of interaction could be reduced.
Not really, maybe slow down the pace of the class.
None
Felt overly involved; lots of tiresome weekly requirements
I would have liked it if there were slides or notes that were more formatted to how we discussed things in class.
its hard to stay awake in remote learning
lots
Everything
None.
Some of the check-ins felt a little tedious.
If there are going to be worksheets and partner problem sets to encourage collaboration, they need to be structured in a way that actually allows students to collaborate. Allow students to send #s in the chat / share screen for worksheets / have time to troubleshoot technical difficulties, and partner people for worksheets based on availability or timezone. It also seems that for tests, the lockdown system OR Zoom would be sufficient, but I understand the worries about cheating creating an unfair environment.
Nothing, overall it went well given the circumstances
If you want your student to truly learn in a safe space, do not expect perfection from them. Do not use their pressure of having a good grade and tying it to cold-calling and having your cameras on during the pandemic to ensure participation. There are many ways a student can participate, and honestly, we are all still trying to figure how to best learn remotely. This class structure forces everyone to be on edge and creates an environment where they cannot truly focus on the material. At the end of the day, the student is only more stressed because this environment is much more intense than an in-person course.
None in particular.
It wasn't necessarily a remote problem, but a problem that occurred because the class became a hybrid section. When in person it was super hard to hear the lecture because we didn't have a mic or speakers set up. Other than that the class ran smoothly.
All midterms and finals should have alternate times.
Too much engagement
Please ensure that in-person lectures are available any time there is a virtual component to a class. Honestly, we should do away with virtual instruction starting in the fall but if not, at least maintain this structure.
Nothing I can think of at the moment
Maybe give people a little more time in section to do some of the worksheets... for some of the work sheets it was very difficult to finish on time and people were very rushed and very stressed.
I would definitely ease up on the security measures for the test because I felt very overwhelmed before the tests and during the tests. I worried the whole time that my hand might accidentally fall out of one of the camera views. I sometimes felt that it was an invasion of privacy because I always knew that someone was looking at me and in my space. Also, I would be more understanding that it is incredibly hard for new students to work on group projects remotely because it is very hard to communicate via email and find a time that works for everybody. I would definitely do less group work (although still do some because I realize that group work is important), but every week made it very difficult and stressful. But I think most important is the testing guidelines because that was very overwhelming.
I felt that the time for submission on crowdmark during midterms and the final exam was too short, adding further stress onto the already stressful process of writing an exam online.
Don't require that cameras be turned on, it just distracts students and hinders their learning abilities. It's also pretty insulting because its a 100 person lecture, there's not much of a reason to mandate cameras be turned on unless you believe students cannot focus on learning with cameras off, which is patronizing.
none
Taking test online. I know there isn't a great way to do this, but I always felt like being watched during tests, afraid of making a small mistake. There was also the worry of Crowdmark not working. Hopefully next year this won't matter, but I wanted to raise the point.
The inclusion of the finished notes written in class uploaded on its own could be helpful.
n/a



# Individual Report for MMSS\_300-0\_2: Foundations of Mathematical So (Tomer Yehoshua-Sandak)

Project Title: **Course and Teacher Evaluations CTEC Fall 2021**

Courses Audience: **35**

Responses Received: **30**

Response Ratio: **85.7%**

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Creation Date: **Wednesday, January 12, 2022**



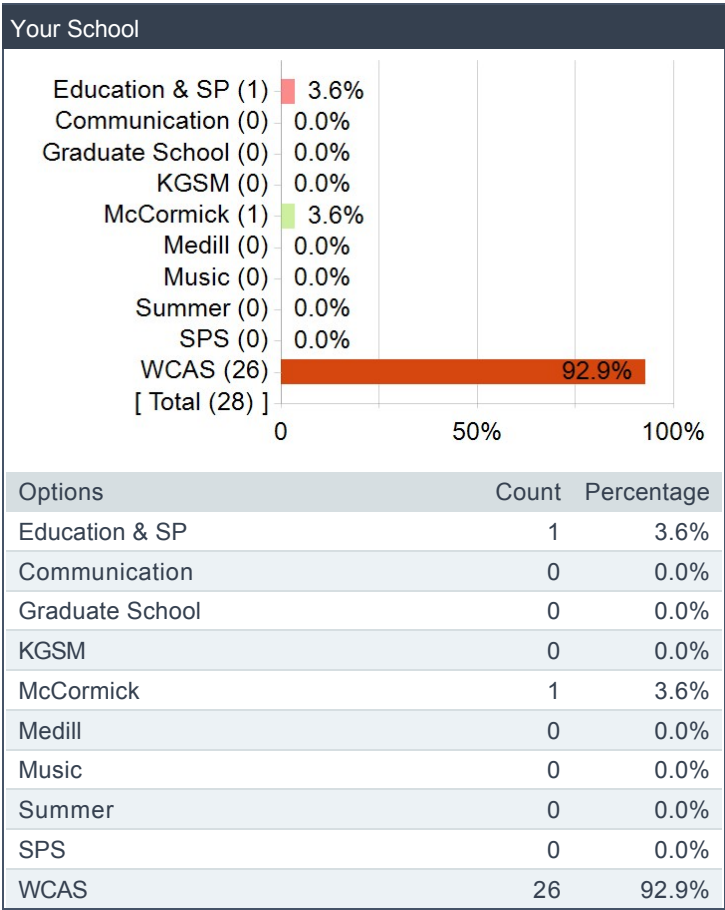
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Course Evaluations

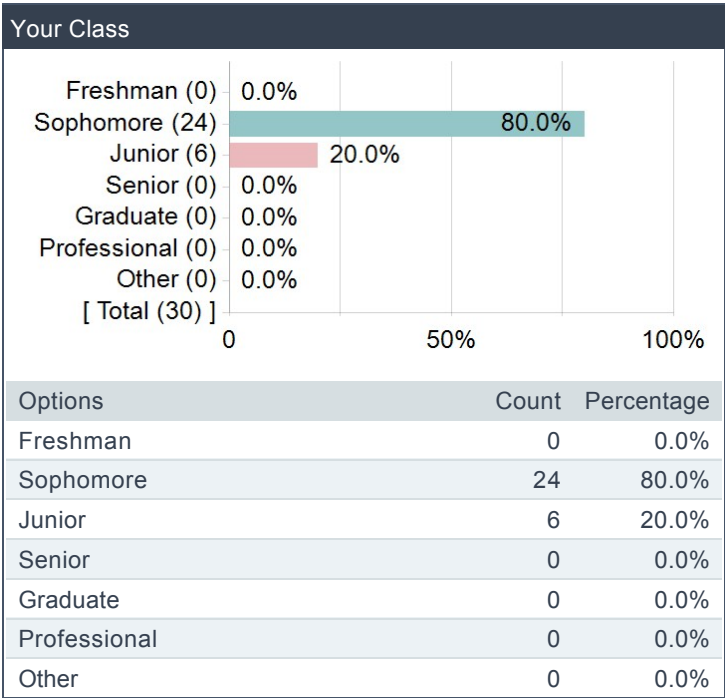
Teaching Assistant	Course
Tomer Yehoshua-Sandak	MMSS_300-0_2: Foundations of Mathematical So

DEMOGRAPHICS

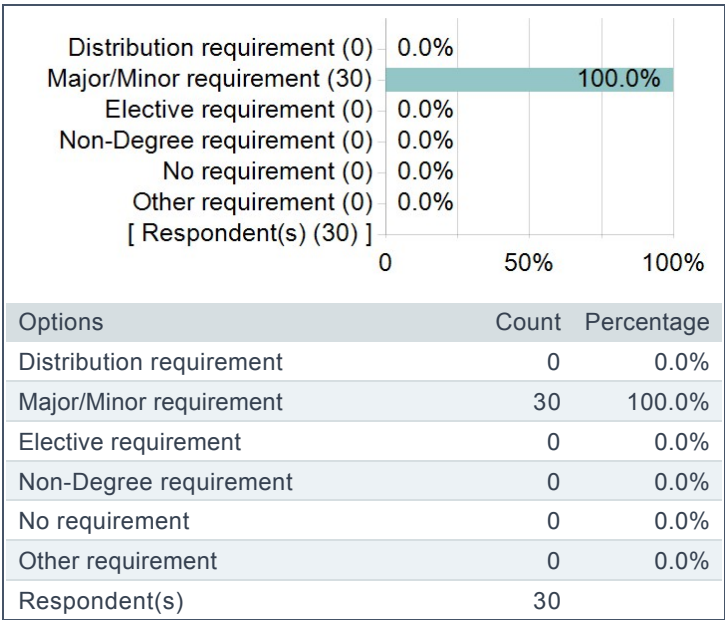
Your School



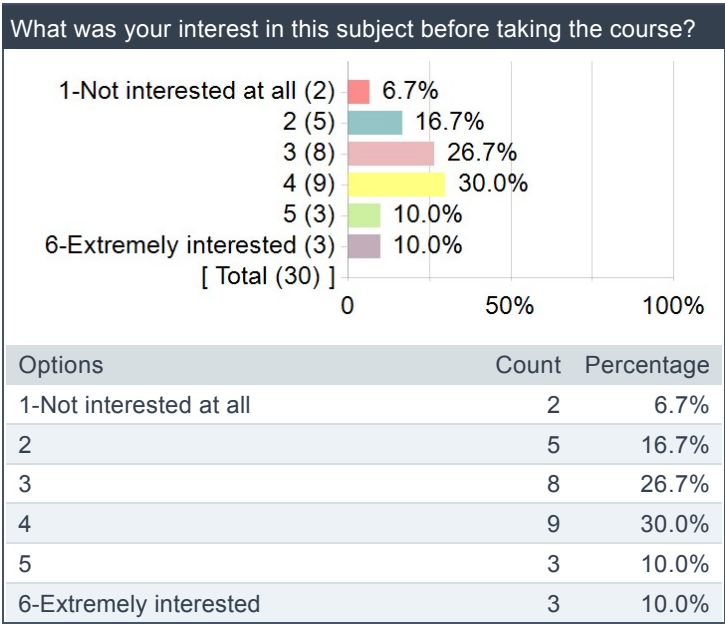
Your Class



What is your reason for taking the course? (mark all that apply)

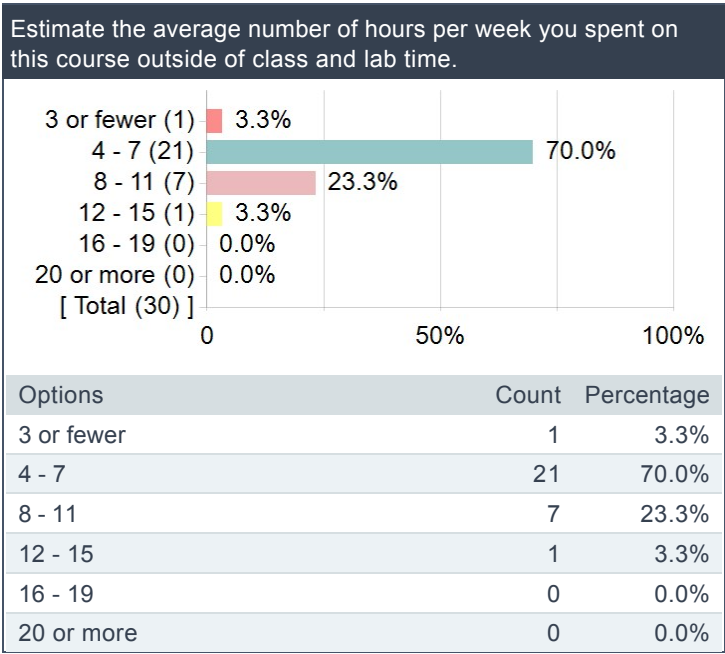


What was your interest in this subject before taking the course?



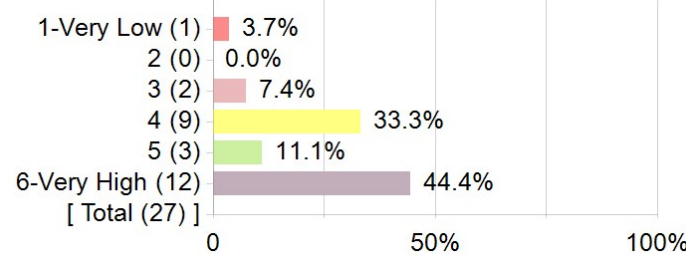
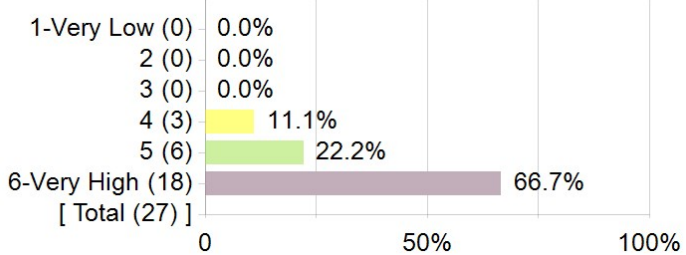
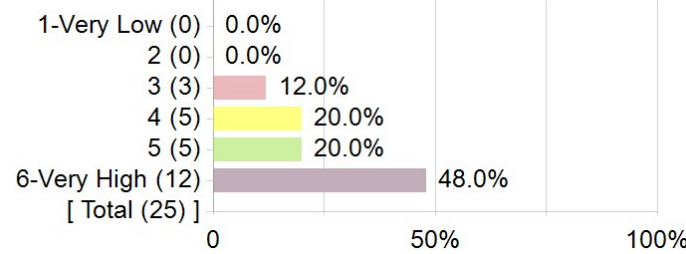
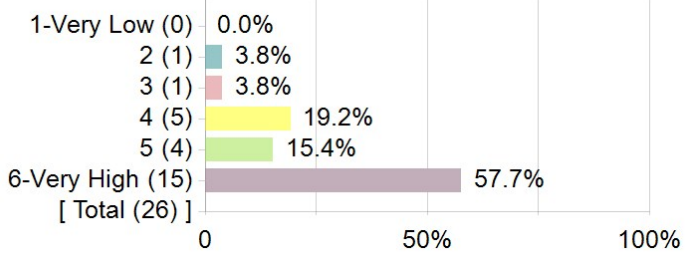
TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.



TA QUESTIONS

Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.					2. The TA was well prepared for each session.				
									
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	1	3.7%		1-Very Low	1	0	0.0%	
2	2	0	0.0%		2	2	0	0.0%	
3	3	2	7.4%		3	3	0	0.0%	
4	4	9	33.3%		4	4	3	11.1%	
5	5	3	11.1%		5	5	6	22.2%	
6-Very High	6	12	44.4%		6-Very High	6	18	66.7%	
Statistics				Value	Statistics				Value
Response Count				27	Response Count				27
Mean				4.81	Mean				5.56
Median				5.00	Median				6.00
Standard Deviation				1.30	Standard Deviation				0.70
3. The TA communicated ideas in a clear manner.					4. The TA showed strong interest in teaching the course.				
									
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	0	0.0%		2	2	1	3.8%	
3	3	3	12.0%		3	3	1	3.8%	
4	4	5	20.0%		4	4	5	19.2%	
5	5	5	20.0%		5	5	4	15.4%	
6-Very High	6	12	48.0%		6-Very High	6	15	57.7%	
Statistics				Value	Statistics				Value
Response Count				25	Response Count				26
Mean				5.04	Mean				5.19
Median				5.00	Median				6.00
Standard Deviation				1.10	Standard Deviation				1.13

## OPEN-ENDED QUESTIONS

### What are the primary strengths and weaknesses of the teaching assistant?

Comments
I loved Tomer as a TA. He would always answer emails immediately and was extremely responsible. Could not be more fortunate to have him as my TA.
Tomer was really nice. I did appreciate that he came to lecture and kept himself informed on what we covered in class. I don't entirely blame him for this, but there were a few examples where his grading did not align with what Eddie had told us, or the questions he wrote were unclear. Still, he was helpful in TA sections and did a good job grading.
occasionally rude when answering questions
Nice guy, only answered questions he was allowed to.
He did a good job
He was interesting, engaging, and helpful.
Tomer knew the course material, but sometimes would make me more confused after answering a question
Tomer was really on top of things and a good teacher/question answerer. The biggest issue was when Tomer and Prof. Dekel would have different understandings of concepts we were learning – but I think that'll only get better!
Available to answer anything, even to set up appointments to discuss the papers Professor Dekel simplified or material in the class. Tomer even learnt some of the material himself due to it being cutting-edge and still taught us. Best TA I have ever had and he knows who this is.
Tomer and Eddie were constantly contradicting each other, we never got a clear answer for any of our questions, it was like hearing riddles
Tomer is amazing!!!!!!!
Tomer was absolutely amazing. He was always willing to answer any questions, and his answers were always very thorough and helpful. The TA sessions were well organized and actually worth going to.
Tomer himself was great, but I'd really appreciate more communication between Dekel and tomer. Especially when the class got conflicting answers to certain questions, it left everyone confused.
The TA was much more helpful in answering questions about course concepts and taught in a clear and concise manner. There are not many weaknesses.
Good at answering questions and explaining the material that was needed to be taught in discussion. Sometimes whether in emails and in person, the answers and responses felt a bit blunt.

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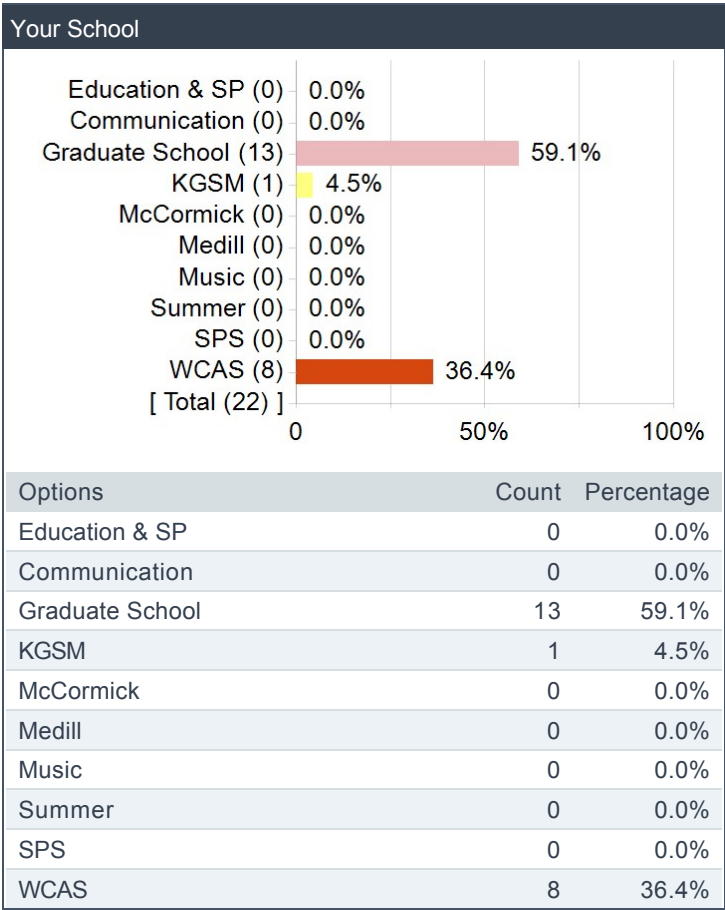
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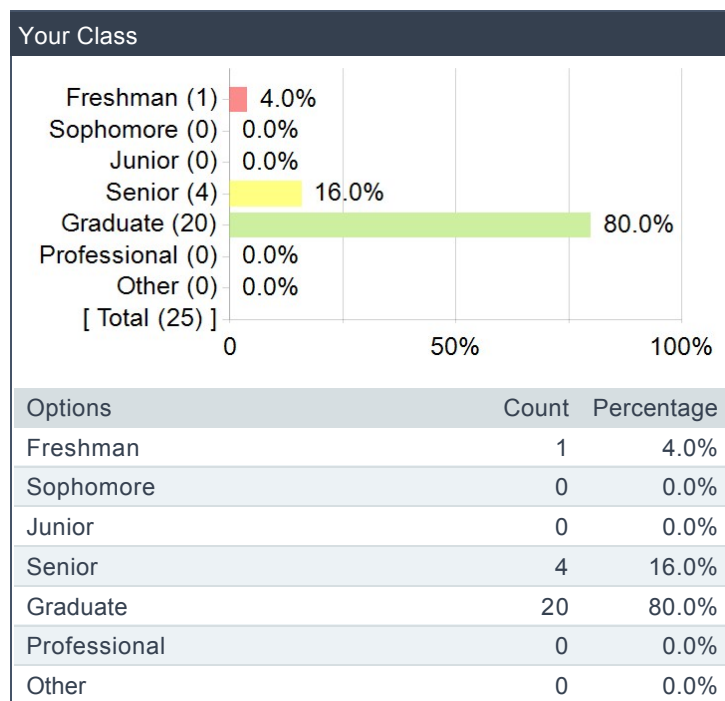
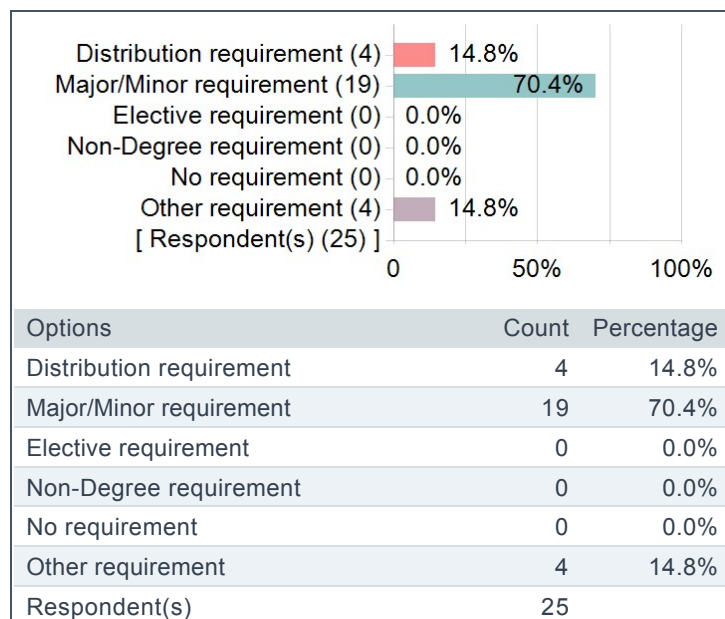
Course Evaluations

Teaching Assistant	Course
Tomer Yehoshua-Sandak	ECON_410-2_20: Microeconomics

DEMOGRAPHICS

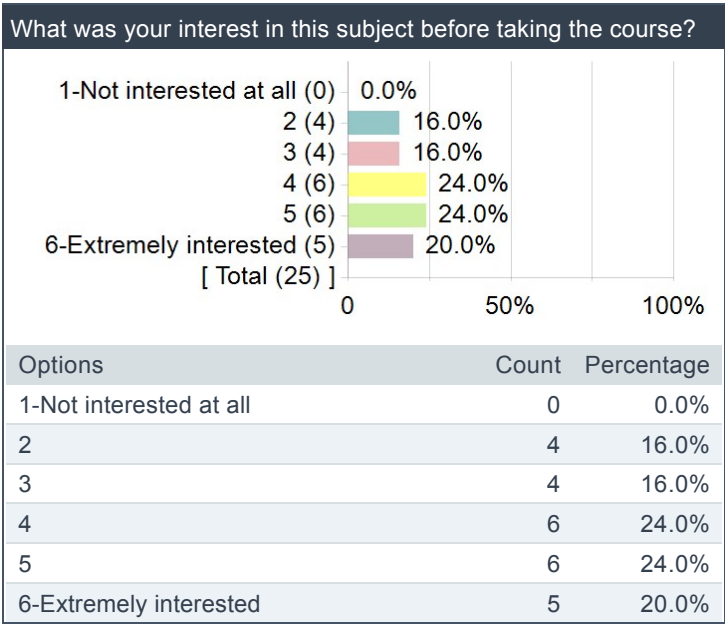
Your School



**Your Class****What is your reason for taking the course? (mark all that apply)**

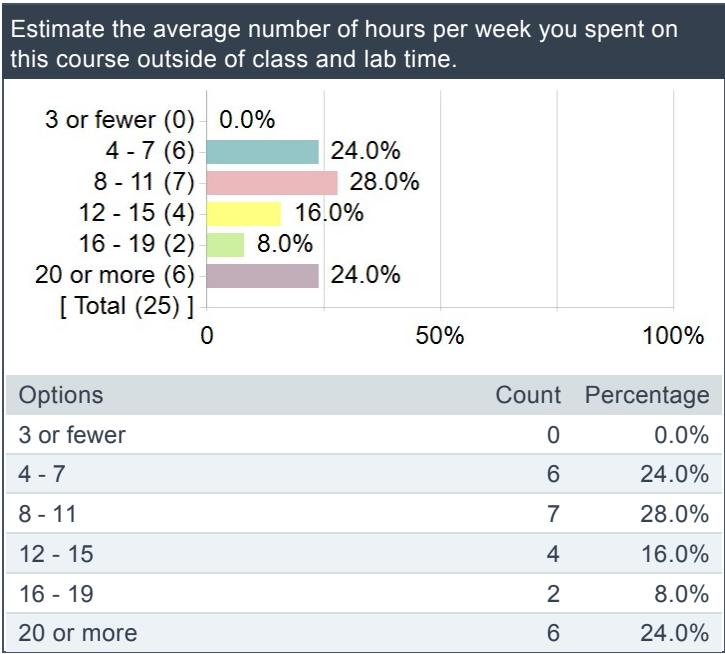


What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

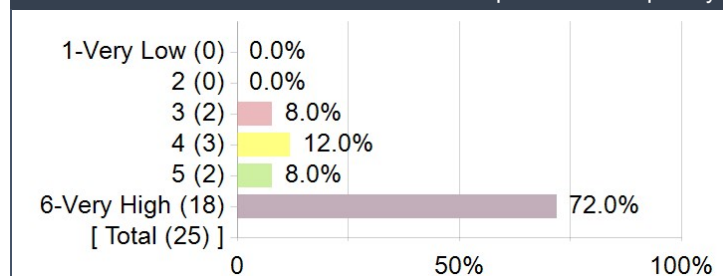
Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

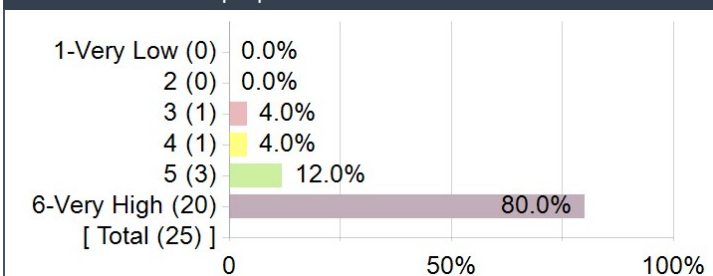
Please rate the TA on the following criteria:

### 1. The TA was able to answer the students' questions adequately.



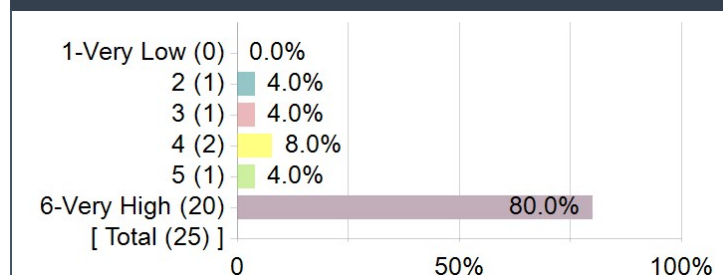
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	2	8.0%
4	4	3	12.0%
5	5	2	8.0%
6-Very High	6	18	72.0%
Statistics	Value		
Response Count	25		
Mean	5.44		
Median	6.00		
Standard Deviation	1.00		

### 2. The TA was well prepared for each session.



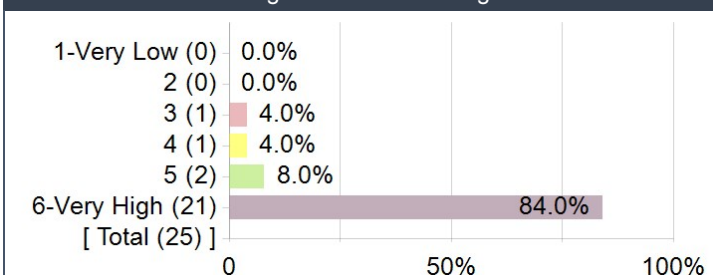
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	4.0%
4	4	1	4.0%
5	5	3	12.0%
6-Very High	6	20	80.0%
Statistics	Value		
Response Count	25		
Mean	5.68		
Median	6.00		
Standard Deviation	0.75		

### 3. The TA communicated ideas in a clear manner.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	4.0%
3	3	1	4.0%
4	4	2	8.0%
5	5	1	4.0%
6-Very High	6	20	80.0%
Statistics	Value		
Response Count	25		
Mean	5.52		
Median	6.00		
Standard Deviation	1.08		

### 4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	4.0%
4	4	1	4.0%
5	5	2	8.0%
6-Very High	6	21	84.0%
Statistics	Value		
Response Count	25		
Mean	5.72		
Median	6.00		
Standard Deviation	0.74		

OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments
.
We cannot ask more than Tomer. He was super helpful h24 7/7, more than required by his duties.
great TA
Explains the material very clearly! Tomer's sessions were essential in following the class. Makes sure everyone understands and is willing to give more than 100% for students, very enthusiastic about the content of the class and very approachable. Really cares about students and wants students to deeply understand the material and its application and intuition. Wonderful TA – Thank you!
Tomer's OH were always very accommodated and I always appreciated how he tried to make us understand the contents deep, beyond just prepping for exams.
Tomer is a great TA! He is able to explain the course material in very clear and understandable fashion and alway treat students with great care and responsibility.

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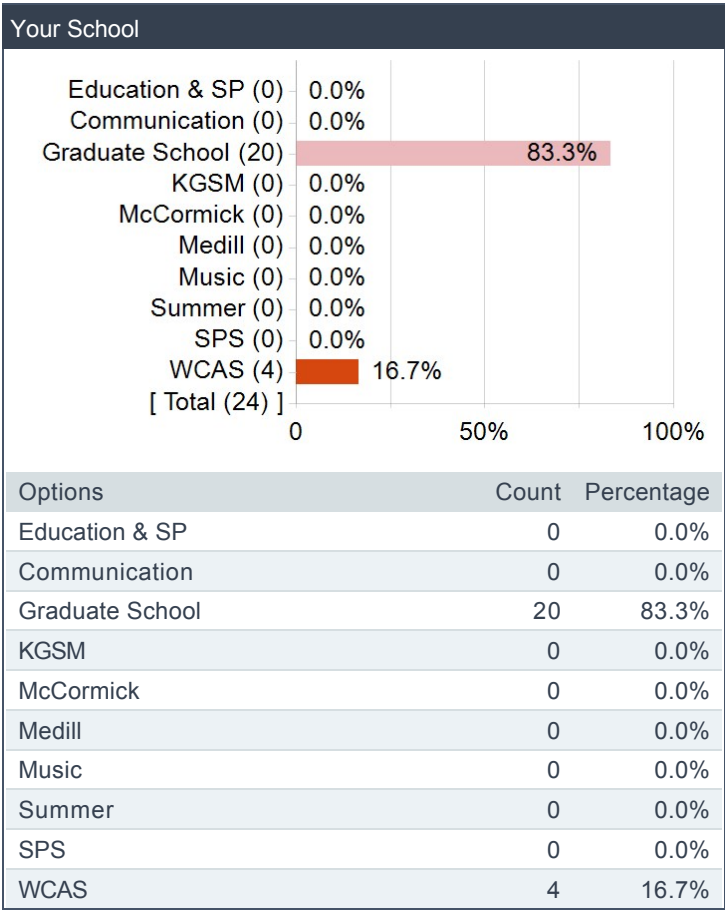
Northwestern University

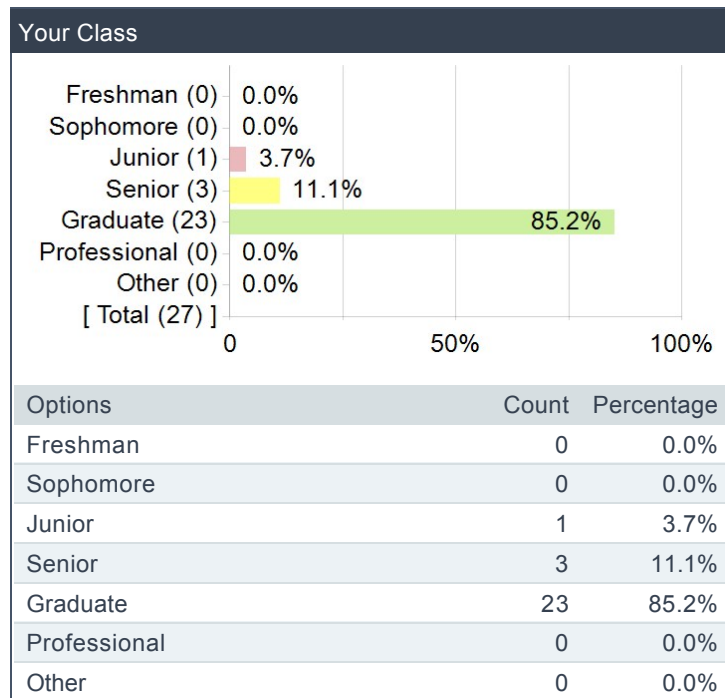
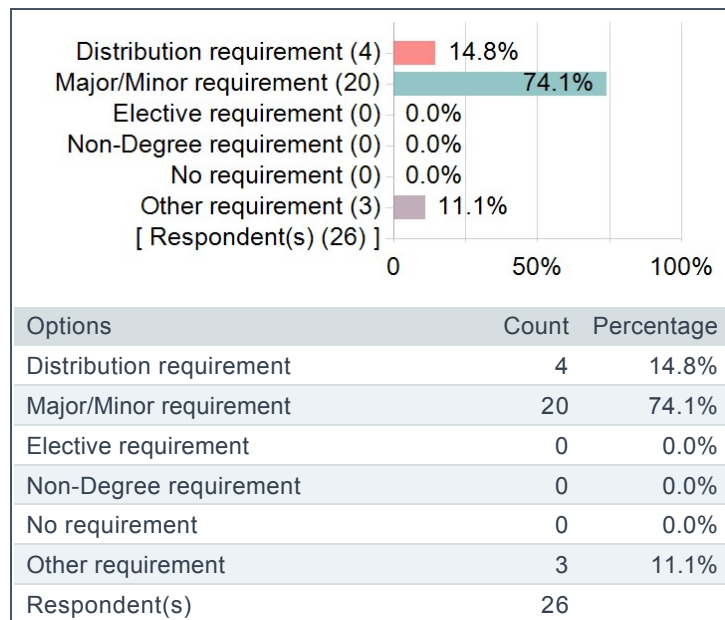
Course Evaluations

Teaching Assistant	Course
Tomer Yehoshua-Sandak	ECON_410-3_20: Microeconomics

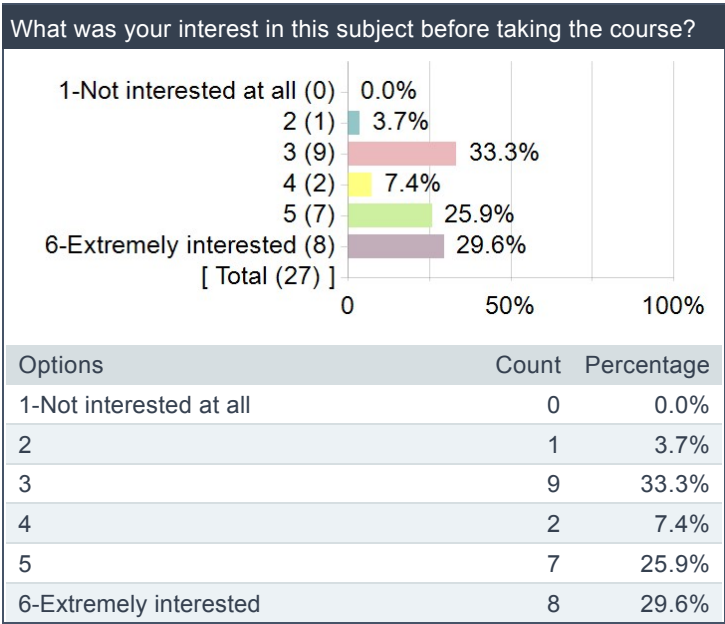
DEMOGRAPHICS

Your School



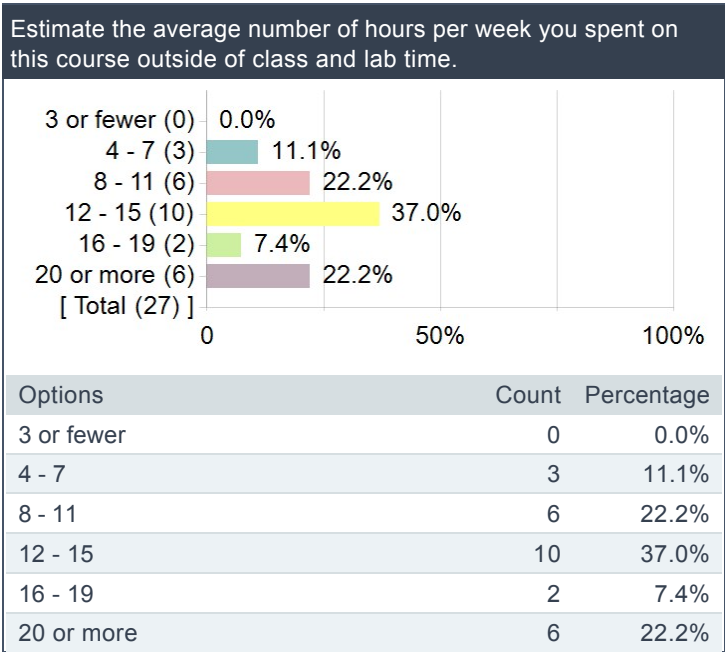
**Your Class****What is your reason for taking the course? (mark all that apply)**

What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.					2. The TA was well prepared for each session.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	1	4.0%		2	2	0	0.0%	
3	3	1	4.0%		3	3	1	4.0%	
4	4	3	12.0%		4	4	0	0.0%	
5	5	4	16.0%		5	5	2	8.0%	
6-Very High	6	16	64.0%		6-Very High	6	22	88.0%	
Statistics				Value	Statistics				Value
Response Count				25	Response Count				25
Mean				5.32	Mean				5.80
Median				6.00	Median				6.00
Standard Deviation				1.11	Standard Deviation				0.65
3. The TA communicated ideas in a clear manner.					4. The TA showed strong interest in teaching the course.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%		1-Very Low	1	0	0.0%	
2	2	0	0.0%		2	2	0	0.0%	
3	3	1	4.0%		3	3	1	4.0%	
4	4	2	8.0%		4	4	0	0.0%	
5	5	4	16.0%		5	5	2	8.0%	
6-Very High	6	18	72.0%		6-Very High	6	22	88.0%	
Statistics				Value	Statistics				Value
Response Count				25	Response Count				25
Mean				5.56	Mean				5.80
Median				6.00	Median				6.00
Standard Deviation				0.82	Standard Deviation				0.65



## OPEN-ENDED QUESTIONS

### What are the primary strengths and weaknesses of the teaching assistant?

Comments
Great TA! very responsible, patient, and have good understanding for the materials. Thanks Tomer!
Sometimes a little too technical when using TA sessions to do deep reviews of the material. However, an absolutely incredible TA who seemed to care deeply about teaching and communicating the material. Always extremely prepared and on top of it. I basically consider Tomer my primary micro lecturer over the past two quarters. Very, very grateful to have had him as my TA.
Tomer is great!! I am very inspired by the way he presents the material, and amazed at how clear his mind is. I get a lot of benefits from his TA sessions and OH, and from research level, I am inspired by his enthusiasm and passion on the things he does.
Tomer is super helpful, and he explains topics clearly.
Tomer is an excellent TA. He is very knowledgeable about the material and his TA sessions were really indispensable. I often got more out of them than I did the class lectures.
Tomer is amazing. He went above and beyond in helping me understand the material. He was not just available and prepared for office hours and TA sessions but was very prompt with responding to emails as well. I think I would have just liked if we focused on definitions a little less in TA sessions. It was hard for me to stay focused because of a lot of time spent on notation when I could have benefited more from discussion of intuition or solving a problem.
He's very passionate, available and very well prepared. His material was also useful. However, he did not organize the TA sessions well. The material to be covered was clearly too much, which resulted in reviewing the most basic things excessively and rushing through the most complex ones in extra-time. Also, he should realize that also TAs can make mistakes, instead of trying to defend some incorrect statements only generating more confusion in the class.
Excellent TA! Very clear and helpful! Comes well-prepared to each session and is happy to stay over time to answer students questions. Tomer is excellent in helping us understand the material in an organized way. Thank you so much for both quarters!!! :)
He is very talented and very familiar with the materials. He helps a lot in explaining some of the most confusing concepts. His material-review session is very helpful
One of the best TA! Always answer student's questions very clearly with patience.
Tomer is one of the best TAs. He sometimes went a little too technical for my need (I do not intend to major in this theory) but was helpful.

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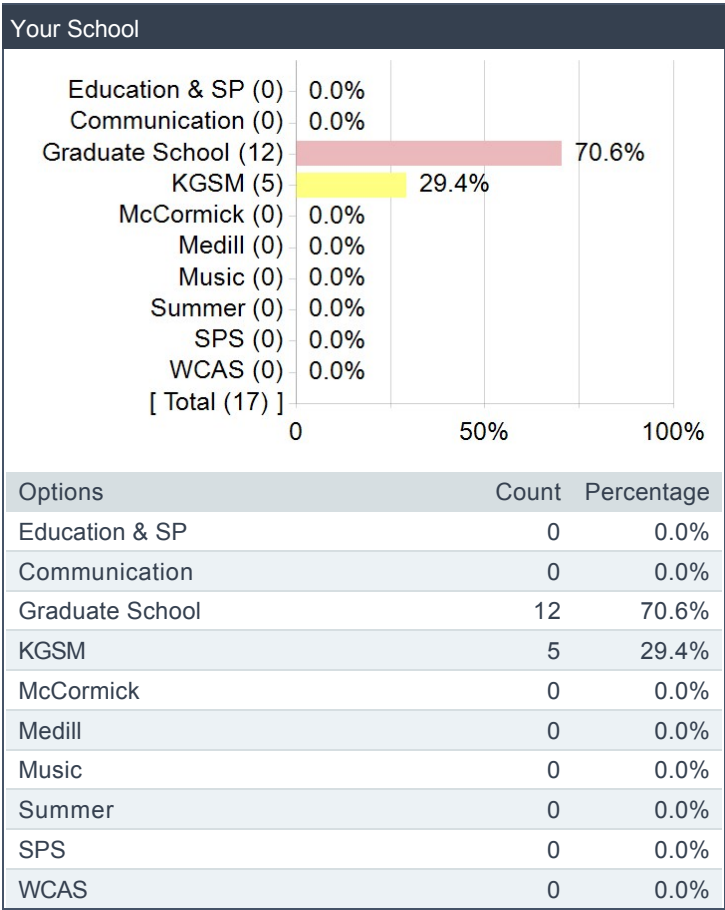
Northwestern University

Course Evaluations

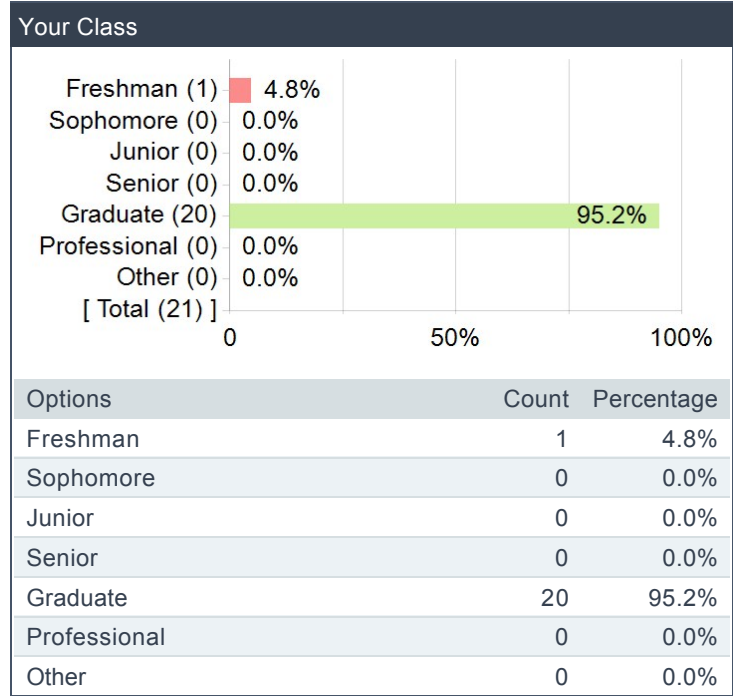
Teaching Assistant	Course
Tomer Yehoshua-Sandak	ECON_410-2_20: Microeconomics

DEMOGRAPHICS

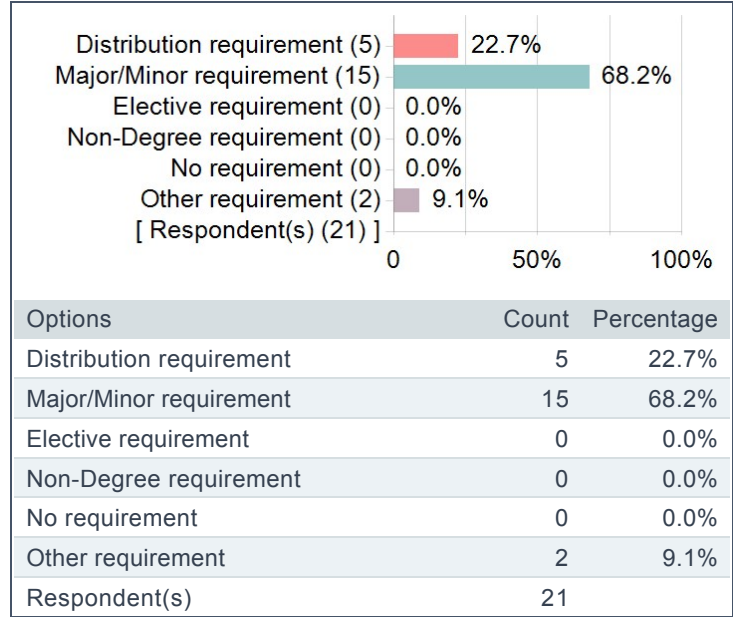
Your School



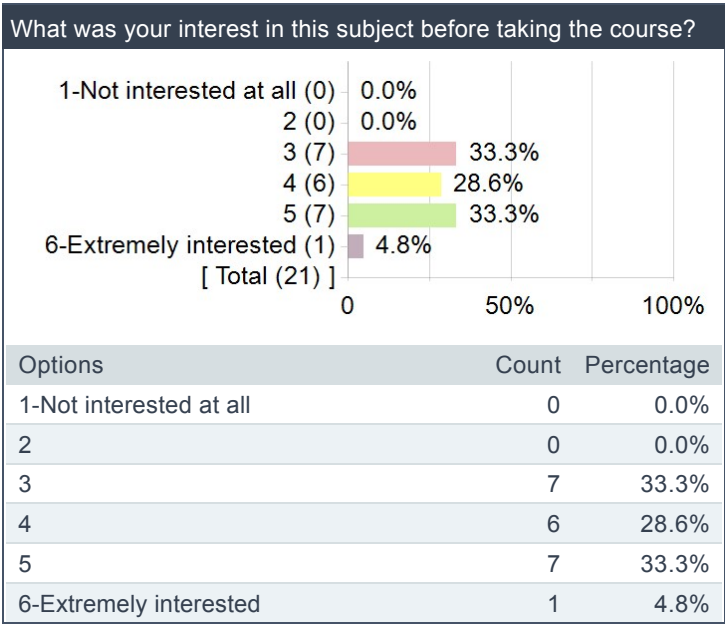
### Your Class



### What is your reason for taking the course? (mark all that apply)

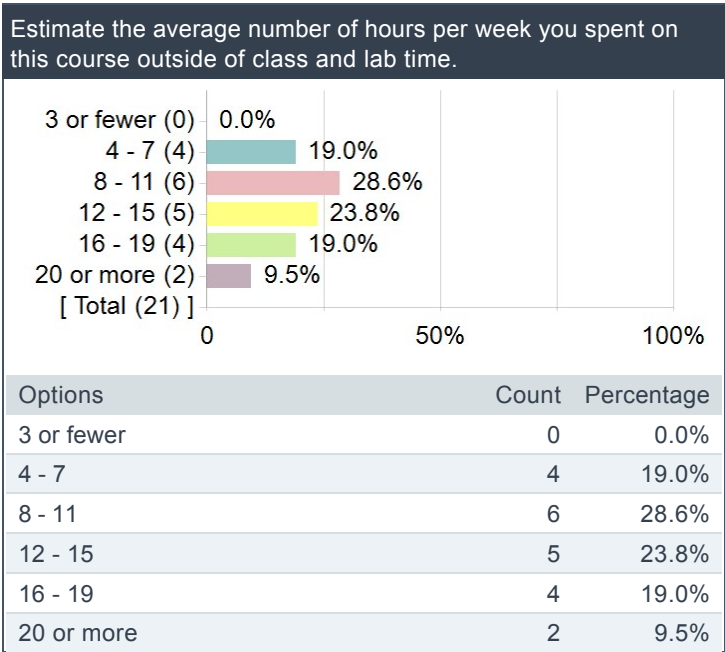


What was your interest in this subject before taking the course?



TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.



## TA QUESTIONS

Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.					2. The TA was well prepared for each session.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	1	4.8%		1-Very Low	1	0	0.0%	
2	2	0	0.0%		2	2	1	5.0%	
3	3	0	0.0%		3	3	0	0.0%	
4	4	1	4.8%		4	4	0	0.0%	
5	5	4	19.0%		5	5	4	20.0%	
6-Very High	6	15	71.4%		6-Very High	6	15	75.0%	
Statistics				Value	Statistics				Value
Response Count				21	Response Count				20
Mean				5.48	Mean				5.60
Median				6.00	Median				6.00
Standard Deviation				1.17	Standard Deviation				0.94
3. The TA communicated ideas in a clear manner.					4. The TA showed strong interest in teaching the course.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
1-Very Low	1	1	5.0%		1-Very Low	1	1	5.0%	
2	2	0	0.0%		2	2	0	0.0%	
3	3	0	0.0%		3	3	0	0.0%	
4	4	2	10.0%		4	4	0	0.0%	
5	5	6	30.0%		5	5	5	25.0%	
6-Very High	6	11	55.0%		6-Very High	6	14	70.0%	
Statistics				Value	Statistics				Value
Response Count				20	Response Count				20
Mean				5.25	Mean				5.50
Median				6.00	Median				6.00
Standard Deviation				1.21	Standard Deviation				1.15

## OPEN-ENDED QUESTIONS

### What are the primary strengths and weaknesses of the teaching assistant?

Comments
Strengths: Tomer is very well organized and his TA sessions materials are great, which saves a lot of time that would have to be spent going through the class slides.
Weaknesses: Probably way too involved with the material, which makes him focus on details that are not central to solving the problems. His solutions are also too cumbersome to be written during an exam.
He was great in office hours and somehow knew everyone's name.
Tomer puts in a lot of effort during office hours and sessions to answer questions patiently and go over concepts. He's a fantastic teacher, who is organized, knowledgeable and cares a lot for the students and their learning. I really appreciate the efforts he put in to help us through the quarter.
He presented a sensitive topic on marriage markets while acknowledging the gender bias in the history of the literature and using gender neutral language, which I highly appreciated.
The material he prepares for each session is outstanding. It saves me a lot of time from looking at the slides and lecture notes, which are not great and need updating. His TA sessions are well structured. It is evident how much effort he puts in teaching this class.
Tomer is wonderful— a great teacher and a very kind person. He was really encouraging and supportive when I was having troubles in the class, very patient with my questions, always willing to help in/out of office hours and over email, and always willing to go the extra mile in getting us to understand the material. He comes prepared for every TA session and office hours, and teaches useful things (problem solving strategies, ways of breaking down pset/exam questions, etc). It is obvious how much he cares and how much time he puts into this position. I am grateful to him for caring for us not only as students, but as people!
Exam difficulty needs to be controlled seriously.
I attended a number of the TA's office hours. He is clearly very passionate about the material and excellent at teaching it.
He understands the material very well. He goes at a nice pace and stops to make sure everyone is following. I think he really excelled in the "material review" sessions where we went over definitions and theorems. It is clear that he really cares about our effort level in the class and wants those who show up to do well. He could improve on how he shows frustration with grades as he made many of us who were working hard feel bad about how we did on a difficult midterm.
Tomer is an excellent TA. He is able to communicate clearly the topics of the course.
I've got a feeling Tomer is going to get critiqued a lot on these evals (really hope I'm wrong). To me that's a result of this unfortunate oppositional frame that took hold post midterm. If you judge purely off TA skill and preparation, Tomer is absolutely a brilliant TA. He also was available and helpful outside of reviews (and even outside of OHs).

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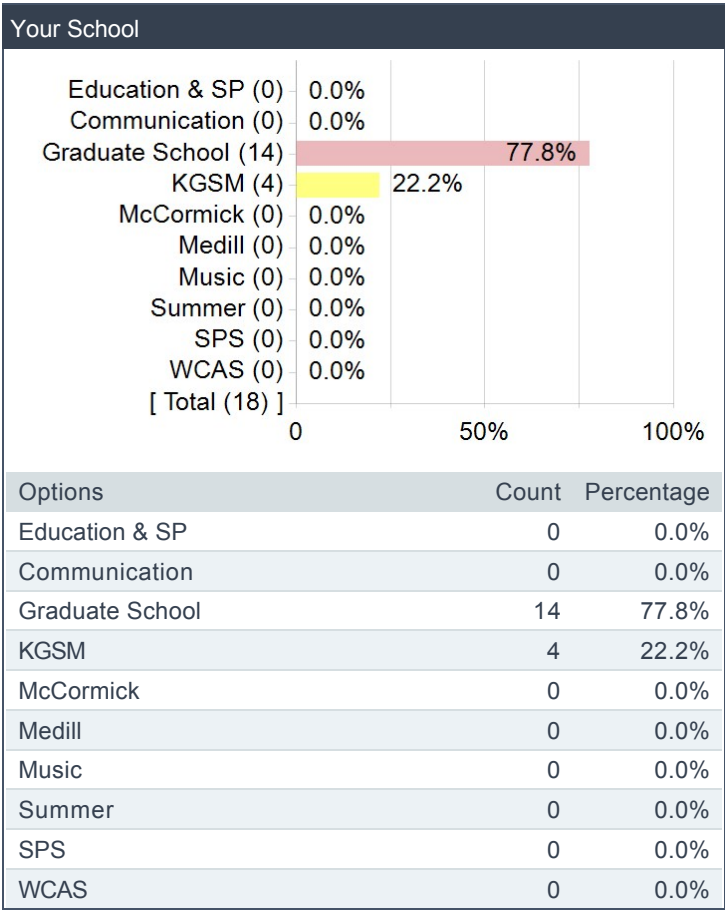
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Course Evaluations

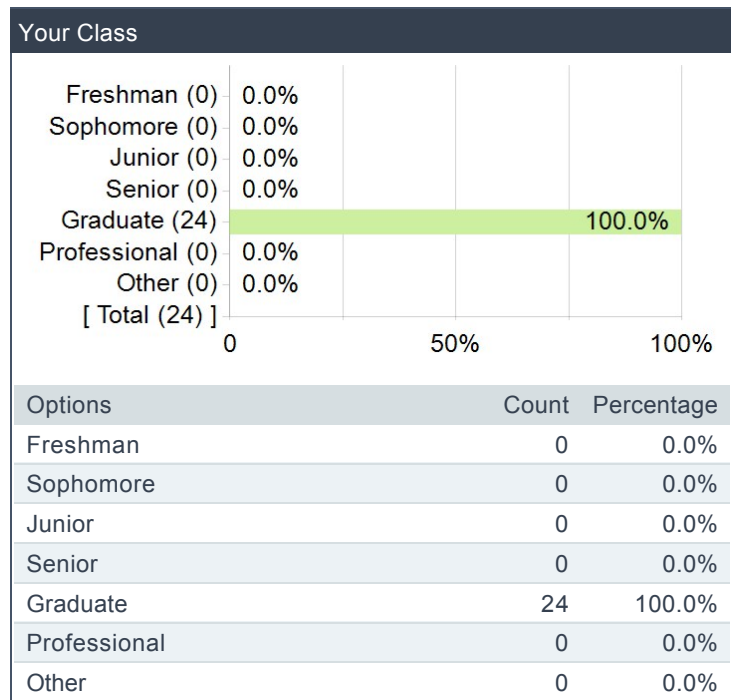
Teaching Assistant	Course
Tomer Yehoshua-Sandak	ECON_410-3_20: Microeconomics

DEMOGRAPHICS

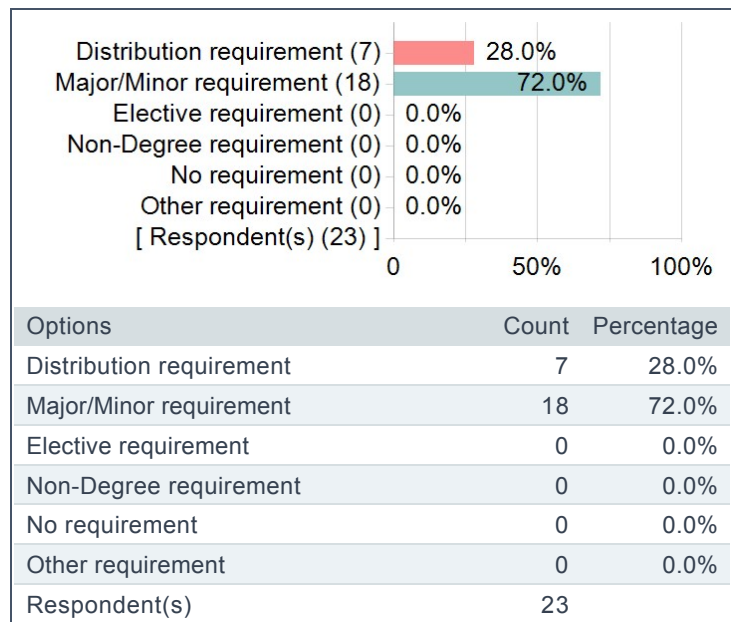
Your School



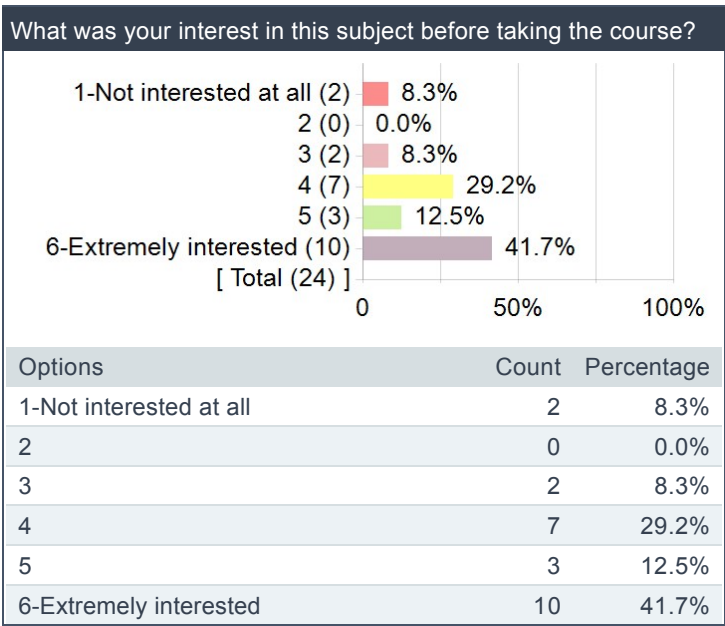
### Your Class



### What is your reason for taking the course? (mark all that apply)

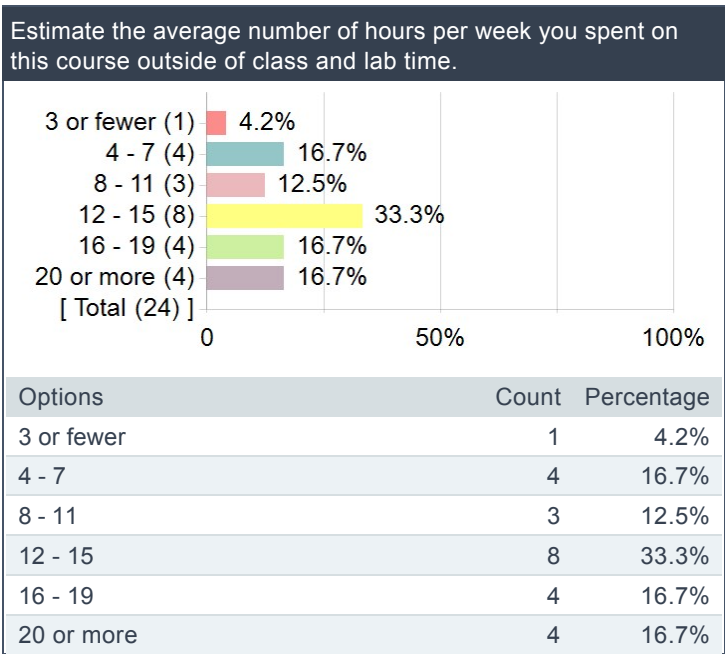


What was your interest in this subject before taking the course?



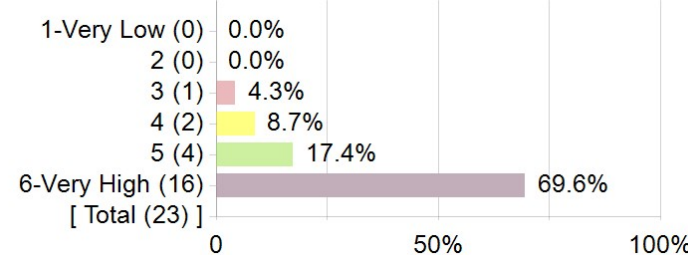
TIME-SURVEY QUESTION

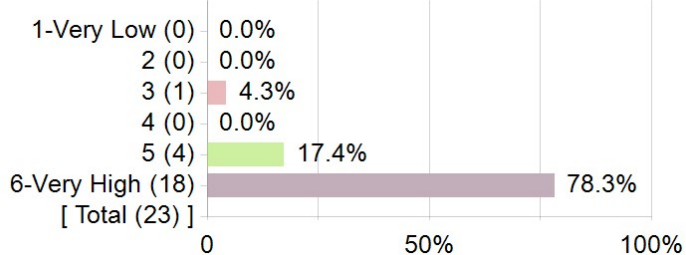
Estimate the average number of hours per week you spent on this course outside of class and lab time.



TA QUESTIONS

Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.				
				
Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%	
2	2	0	0.0%	
3	3	1	4.3%	
4	4	2	8.7%	
5	5	4	17.4%	
6-Very High	6	16	69.6%	
Statistics			Value	
Response Count			23	
Mean			5.52	
Median			6.00	
Standard Deviation			0.85	

2. The TA was well prepared for each session.				
				
Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%	
2	2	0	0.0%	
3	3	1	4.3%	
4	4	0	0.0%	
5	5	4	17.4%	
6-Very High	6	18	78.3%	
Statistics			Value	
Response Count			23	
Mean			5.70	
Median			6.00	
Standard Deviation			0.70	

3. The TA communicated ideas in a clear manner.				
Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%	
2	2	0	0.0%	
3	3	2	8.7%	
4	4	0	0.0%	
5	5	7	30.4%	
6-Very High	6	14	60.9%	
Statistics			Value	
Response Count			23	
Mean			5.43	
Median			6.00	
Standard Deviation			0.90	
4. The TA showed strong interest in teaching the course.				
Options	Score	Count	Percentage	
1-Very Low	1	0	0.0%	
2	2	0	0.0%	
3	3	1	4.3%	
4	4	0	0.0%	
5	5	5	21.7%	
6-Very High	6	17	73.9%	
Statistics			Value	
Response Count			23	
Mean			5.65	
Median			6.00	
Standard Deviation			0.71	

## OPEN-ENDED QUESTIONS

### What are the primary strengths and weaknesses of the teaching assistant?

Comments
I did not go to TA sessions, so I am unable to evaluate the TA. However, I heard from other students that they were quite satisfied with the TA.
Tomer is very well organized and explains very clearly. A suggestion for improvement is to write on the board the reasoning used to get to answer, instead of just saying it out loud. Also, it would be helpful if there were references to the questions and items that were being answered. Finally, his exposition could have been clearer if he had used the board in a sequential way.
Tomer is super patient and clear.
Tomer goes out of his way to care for his students, time and again. He helped me a lot with the material, and I could not imagine getting through this course without his sessions. He is meticulous, knowledgeable, and passionate.
Thank you very much for helping us get through this year!
Both Tomer and Udayan are amazing TA's. Without them the course would have been really hard.
Maybe it is also affected by the materials covered but I find Tomer's overall treatment of the materials and pedagogical approach is very well rounded this quarter, especially relative to last quarter's one. I find both of his sessions very helpful especially in the face of relatively intense amount of materials covered for this class
Tomer is brilliant, and his TA sessions were invaluable.
Very passionate about teaching and making sure we do well. Always available even over email to answer questions. Gets excited when students engage with the material. Knows and explains the material well. One weakness might going a tad too slow in the review sessions, e.g., rewriting everything from the handout onto the board.
Great TA but there is a well known fixed effect of his very harsh grading. Also a problem in 410-2.
.
His explanation was very clear and his session complemented the class.

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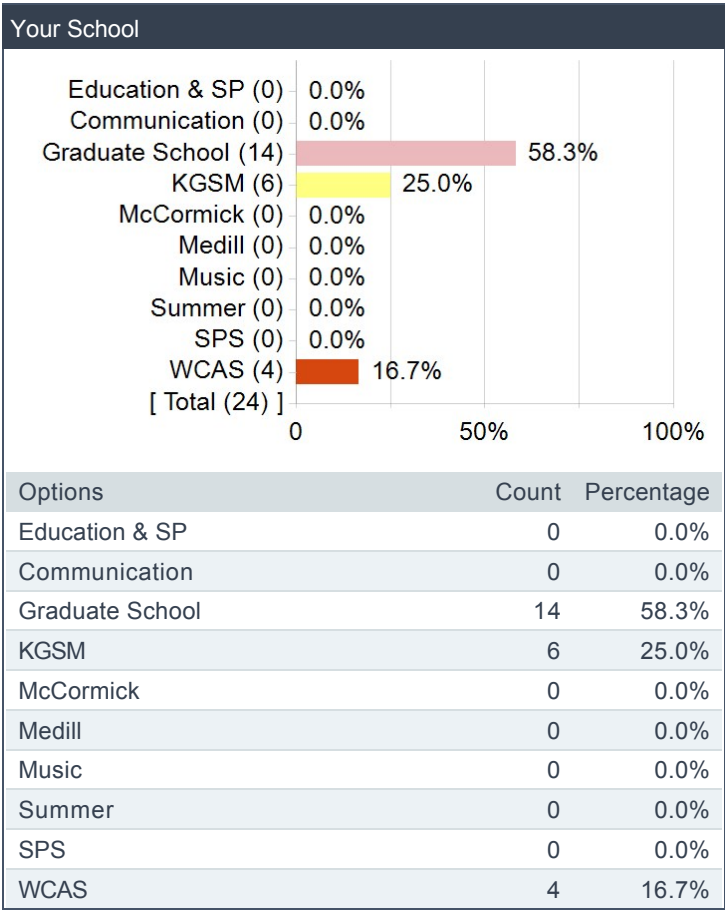
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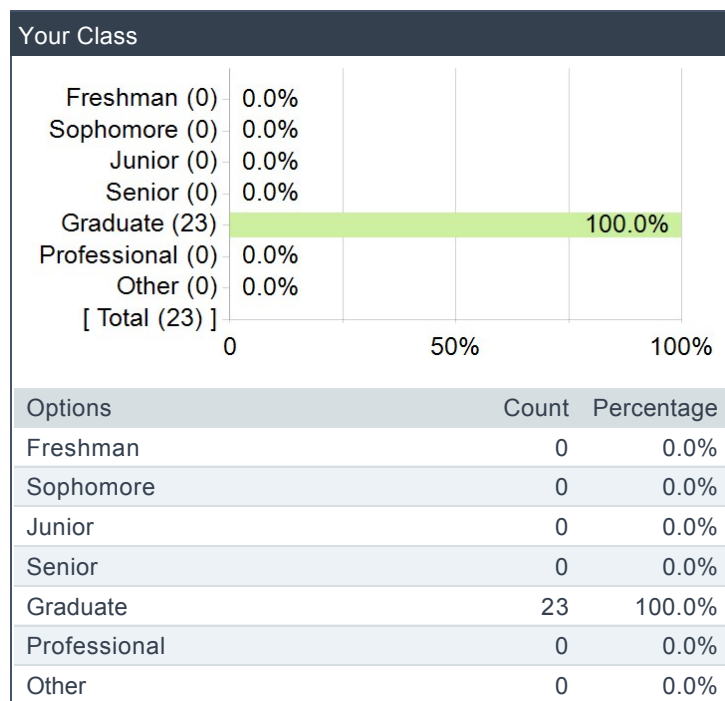
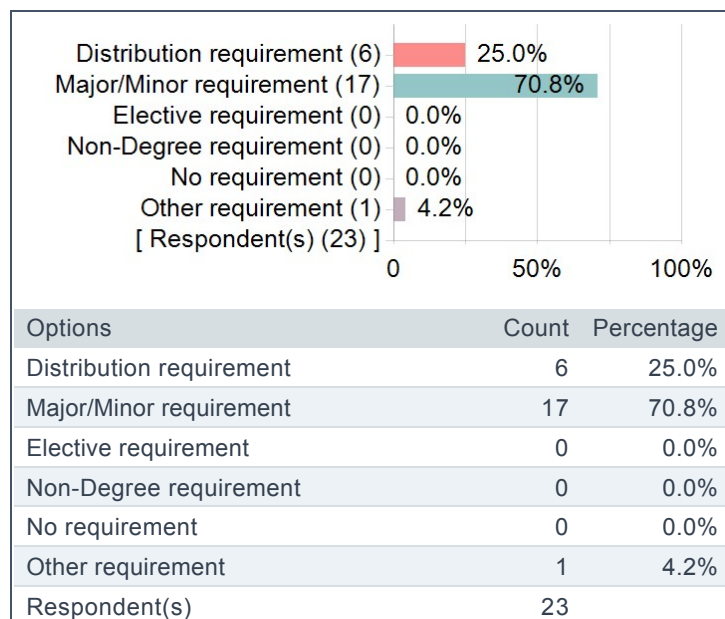
Course Evaluations

Teaching Assistant	Course
Tomer Yehoshua-Sandak	ECON_410-2_20: Microeconomics

DEMOGRAPHICS

Your School

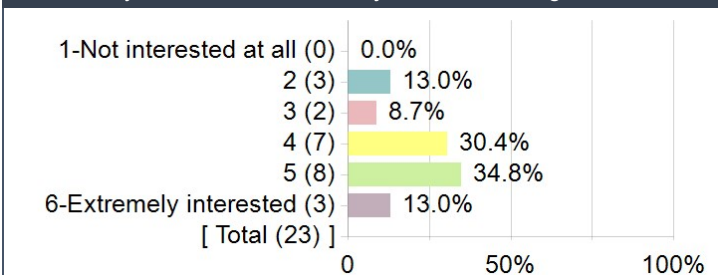


**Your Class****What is your reason for taking the course? (mark all that apply)**



**What was your interest in this subject before taking the course?**

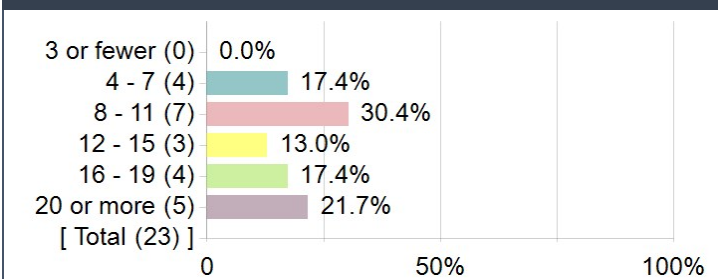
What was your interest in this subject before taking the course?



Options	Count	Percentage
1-Not interested at all	0	0.0%
2	3	13.0%
3	2	8.7%
4	7	30.4%
5	8	34.8%
6-Extremely interested	3	13.0%

**TIME-SURVEY QUESTION****Estimate the average number of hours per week you spent on this course outside of class and lab time.**

Estimate the average number of hours per week you spent on this course outside of class and lab time.



Options	Count	Percentage
3 or fewer	0	0.0%
4 - 7	4	17.4%
8 - 11	7	30.4%
12 - 15	3	13.0%
16 - 19	4	17.4%
20 or more	5	21.7%

TA QUESTIONS

Please rate the TA on the following criteria:

1. The TA was able to answer the students' questions adequately.				
<div><div><div>1-Very Low (1)</div><div>2 (0)</div><div>3 (1)</div><div>4 (1)</div><div>5 (4)</div><div>6-Very High (16)</div><div>[ Total (23) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>4.3%</div><div>0.0%</div><div>4.3%</div><div>4.3%</div><div>17.4%</div><div>69.6%</div><div></div></div></div>				
Options	Score	Count	Percentage	
1-Very Low	1	1	4.3%	
2	2	0	0.0%	
3	3	1	4.3%	
4	4	1	4.3%	
5	5	4	17.4%	
6-Very High	6	16	69.6%	
Statistics			Value	
Response Count			23	
Mean			5.39	
Median			6.00	
Standard Deviation			1.23	

2. The TA was well prepared for each session.				
<div><div><div>1-Very Low (1)</div><div>2 (0)</div><div>3 (1)</div><div>4 (0)</div><div>5 (4)</div><div>6-Very High (17)</div><div>[ Total (23) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>4.3%</div><div>0.0%</div><div>4.3%</div><div>0.0%</div><div>17.4%</div><div>73.9%</div><div></div></div></div>				
Options	Score	Count	Percentage	
1-Very Low	1	1	4.3%	
2	2	0	0.0%	
3	3	1	4.3%	
4	4	0	0.0%	
5	5	4	17.4%	
6-Very High	6	17	73.9%	
Statistics			Value	
Response Count			23	
Mean			5.48	
Median			6.00	
Standard Deviation			1.20	

3. The TA communicated ideas in a clear manner.				
1-Very Low (1)  2 (0)  3 (0)  4 (1)  5 (5)  6-Very High (16)  [ Total (23) ]    4.3%  0.0%  0.0%  4.3%  21.7%  69.6%				
Options	Score	Count	Percentage	
1-Very Low	1	1	4.3%	
2	2	0	0.0%	
3	3	0	0.0%	
4	4	1	4.3%	
5	5	5	21.7%	
6-Very High	6	16	69.6%	
Statistics			Value	
Response Count			23	
Mean			5.48	
Median			6.00	
Standard Deviation			1.12	
4. The TA showed strong interest in teaching the course.				
1-Very Low (1)  2 (0)  3 (0)  4 (2)  5 (7)  6-Very High (13)  [ Total (23) ]    4.3%  0.0%  0.0%  8.7%  30.4%  56.5%				
Options	Score	Count	Percentage	
1-Very Low	1	1	4.3%	
2	2	0	0.0%	
3	3	0	0.0%	
4	4	2	8.7%	
5	5	7	30.4%	
6-Very High	6	13	56.5%	
Statistics			Value	
Response Count			23	
Mean			5.30	
Median			6.00	
Standard Deviation			1.15	

## OPEN-ENDED QUESTIONS

### What are the primary strengths and weaknesses of the teaching assistant?

Comments
Tomer was always well prepared with his classes, and his recitation classes helped me very much to understand the logic and notions I missed from Marxiano's class. He was generous to give answers to questions I asked during the quarter, by email, office hours, and also by zoom. I appreciate the effort and devotion he gave.
Clearly very familiar with the course, answers questions quickly, and very helpful.
Tomer is a very good TA. He clearly knows the material very well, explains it very effectively, and the content of his answers to questions is helpful and informative. His tone can come across as somewhat condescending to more basic or confused questions though, and I get the impression that some students are reluctant to ask questions as a result
He is very prepared and always ready to go back the material, review doubts, and email us about these. The only weakness is that sometimes he seems very bored about teaching us, and this made it a bit hard to follow the class.
Really good overall. TA OH is really helpful
Good TA.
Sometimes, Tomer can be a bit impatient with students. But overall, he is a good TA with solid knowledge.