



SRT Individual Report for LAAS 5050 001 Integrated Topics in LAAS (Kyungsoo Yoo) - Fall 2022

Project Title: **Student Rating of Teaching - Fall 2022**

Courses Audience: **14**
Responses Received: **8**
Response Ratio: **57.14%**

Report Comments

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Creation Date: **Thursday, December 29, 2022**

Message from the Vice Provost for Faculty and Academic Affairs

The University is committed to monitoring and improving students' educational experiences. Student Ratings of Teaching (SRT) help to ensure that the student voice is present in fulfilling this mission. We encourage all instructors to incorporate student feedback into your ongoing efforts to improve your teaching and your courses.

How SRT Results may be Used

Evaluations of teaching provide information intended to help improve teaching, and may also be available to assist students in course selection and/or to inform administrative decisions on salary, tenure, and promotion. Specific use of SRT results may vary by campus and/or college as described in relevant university or unit policies.

Resources for Improving Instruction

Tools and tips for improving course instruction can be found on the OMS website (oms.umn.edu/srt), under the faculty section.

Among the available resources is a guide for connecting your teaching practices with the SRT. This guide was created by the Center for Educational Innovation (cei.umn.edu) and provides suggestions for improving instructional practices in relation to SRT items.

About this Report

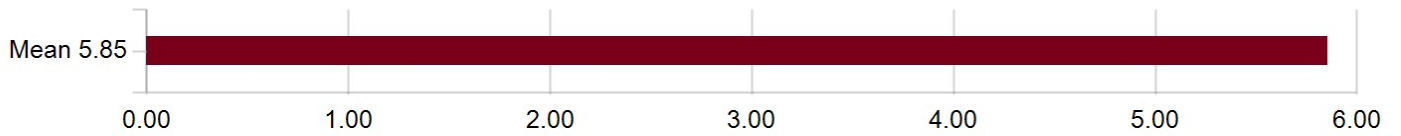
This report contains all ratings provided by the students in your courses who submitted SRT responses. Mean (average) scores are reported as well as the frequency of how often each response was given for each item. Results are provided in the following order:

1. Score graph and frequency graphs for instructor items
2. Score graph and frequency graphs for course items
3. Comments regarding instructor
4. Comments regarding course

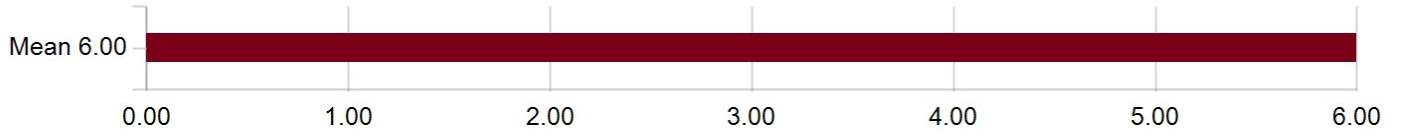
For additional information about evaluation of teaching, please reference the Evaluation of Teaching policy for your campus. The policy for Twin Cities, Crookston, Morris, and Rochester can be found here: <http://policy.umn.edu/education/teachingevaluation>.

Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs

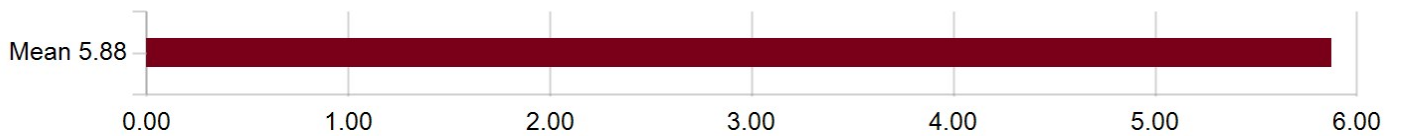
Instructor Items Overall



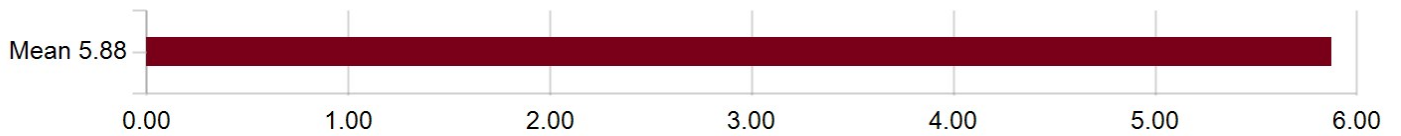
1. The instructor was well prepared for class.



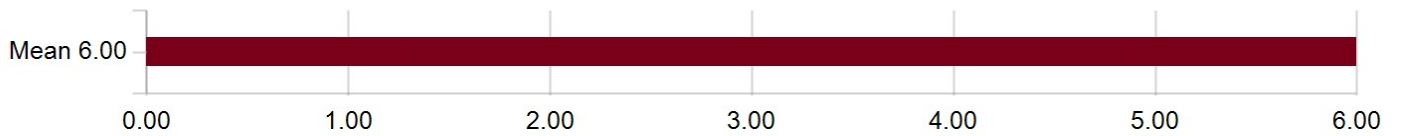
2. The instructor presented the subject matter clearly.



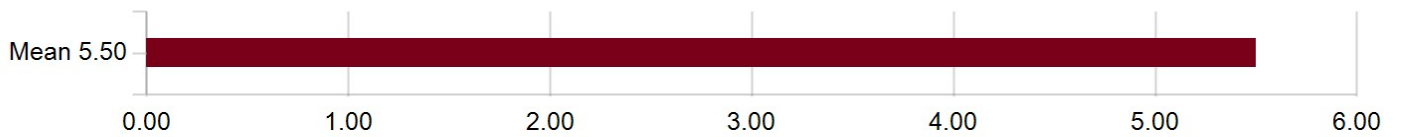
3. Interactions with the instructor helped me learn.



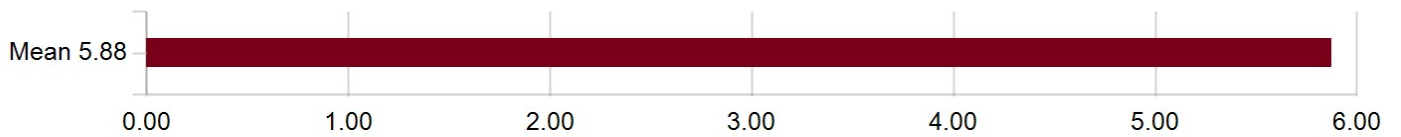
4. The instructor treated me with respect.

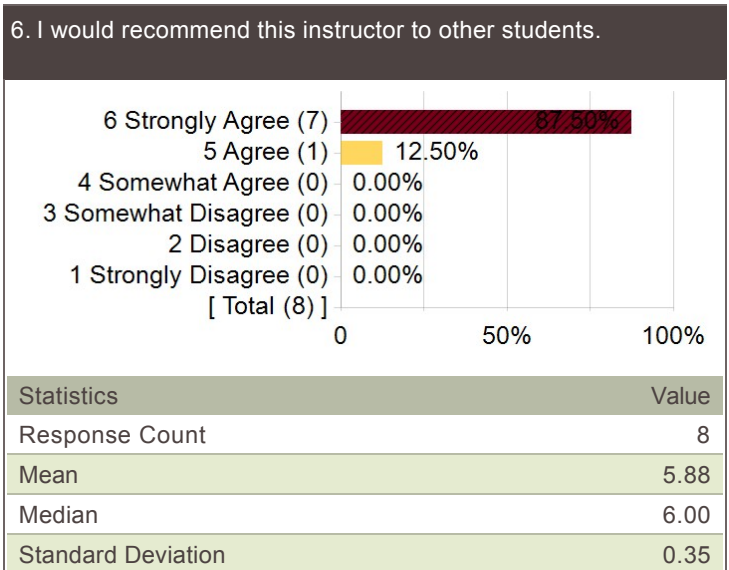
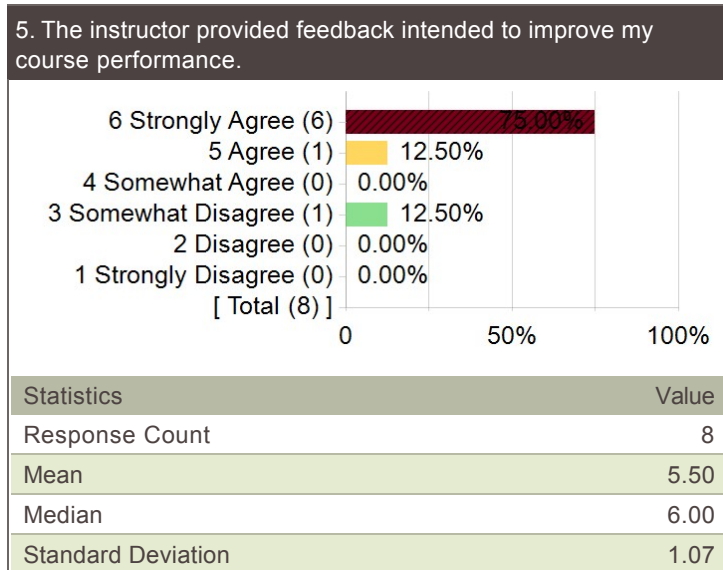
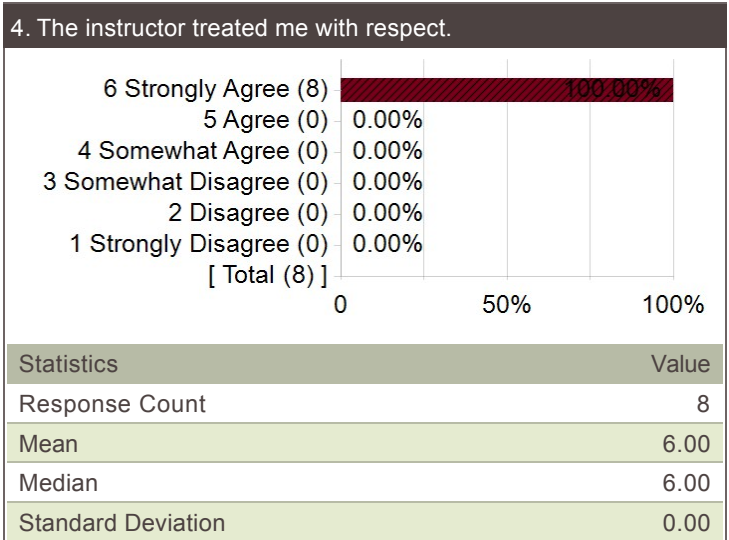
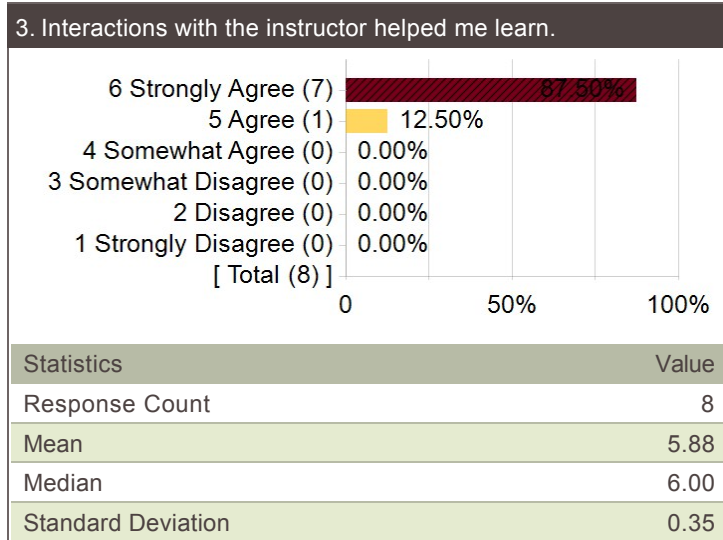
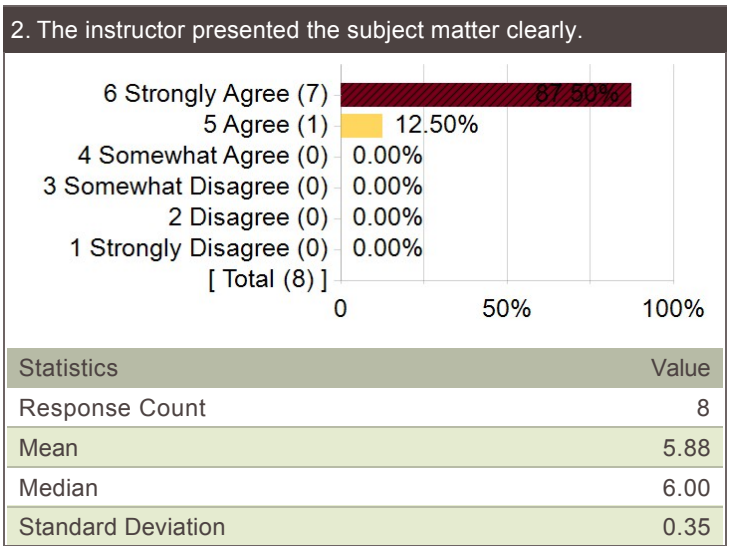
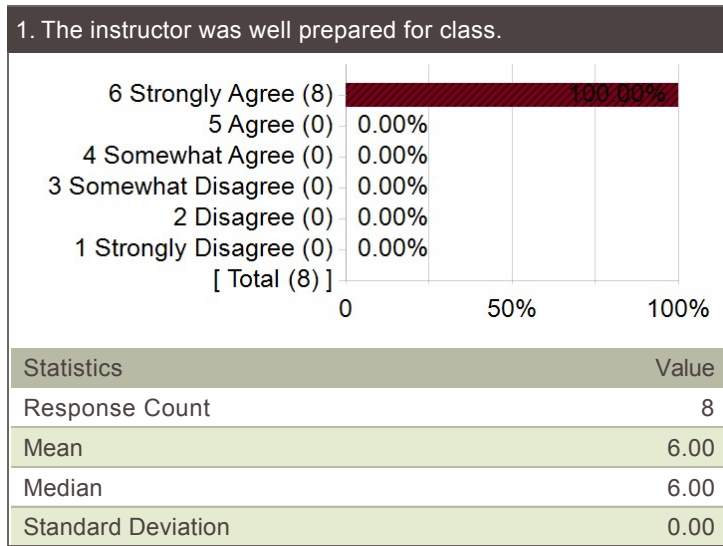


5. The instructor provided feedback intended to improve my course performance.

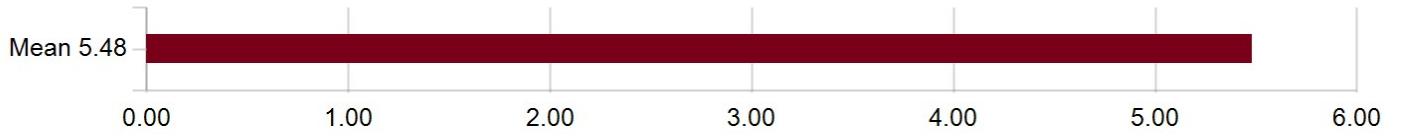


6. I would recommend this instructor to other students.

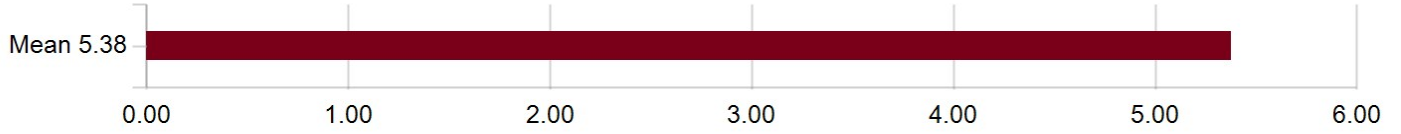




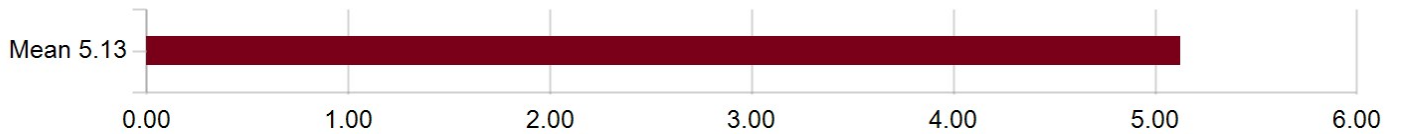
Course Items Overall



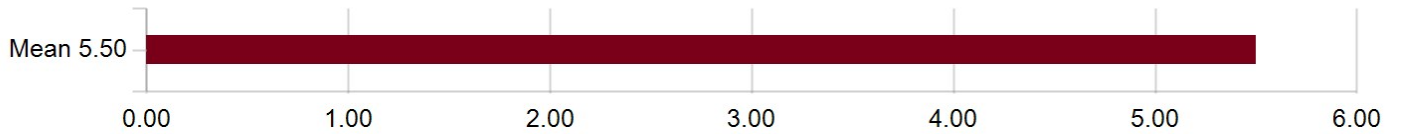
1. I have a deeper understanding of the subject matter as a result of this course.



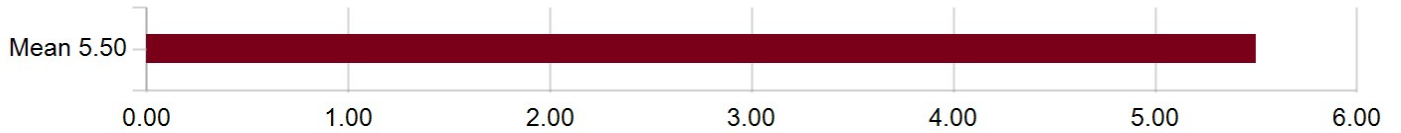
2. My interest in the subject matter was stimulated by this course.



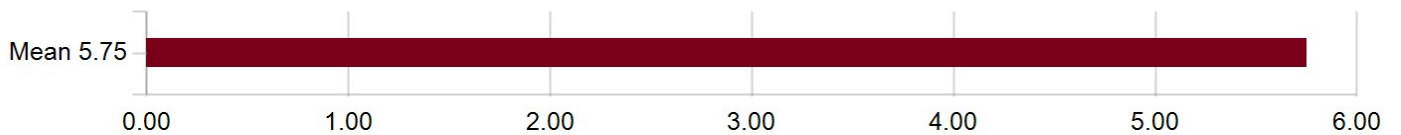
3. Instructional technology employed in this course was effective.



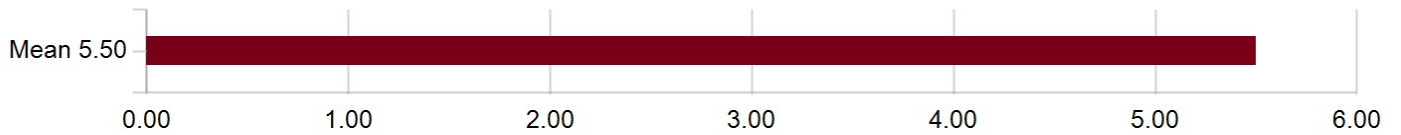
4. The activities in this course supported my learning.



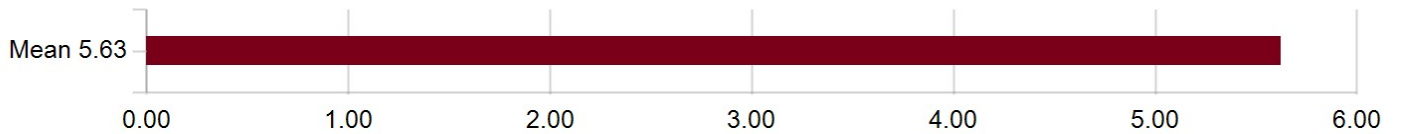
5. The amount of effort needed to be successful in this course is reasonable.



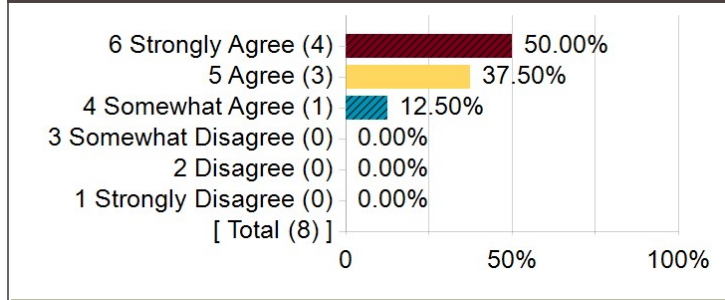
6. The grading standards for this course were clear.



7. I would recommend this course to other students.

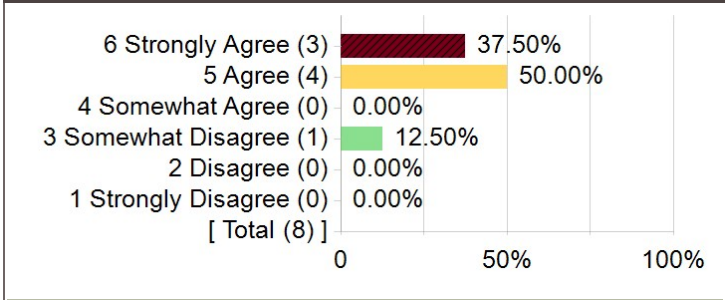


1. I have a deeper understanding of the subject matter as a result of this course.



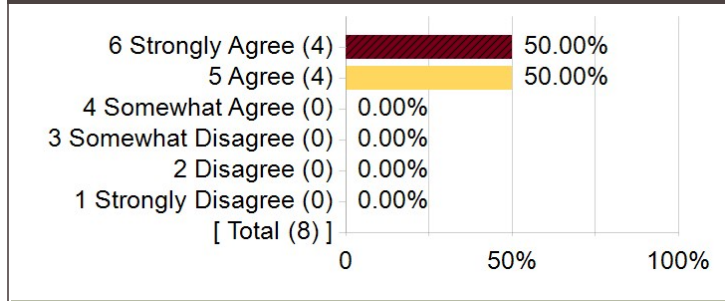
Statistics	Value
Mean	5.38
Median	5.50
Standard Deviation	0.74

2. My interest in the subject matter was stimulated by this course.



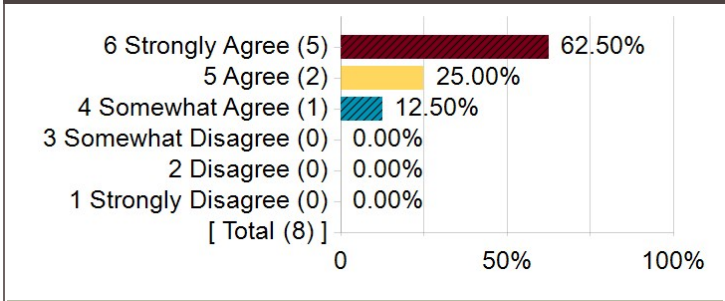
Statistics	Value
Mean	5.13
Median	5.00
Standard Deviation	0.99

3. Instructional technology employed in this course was effective.



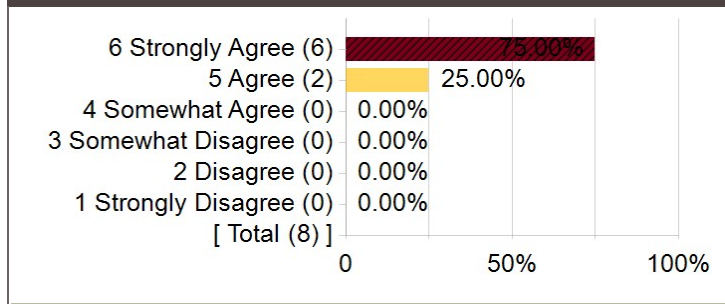
Statistics	Value
Mean	5.50
Median	5.50
Standard Deviation	0.53

4. The activities in this course supported my learning.



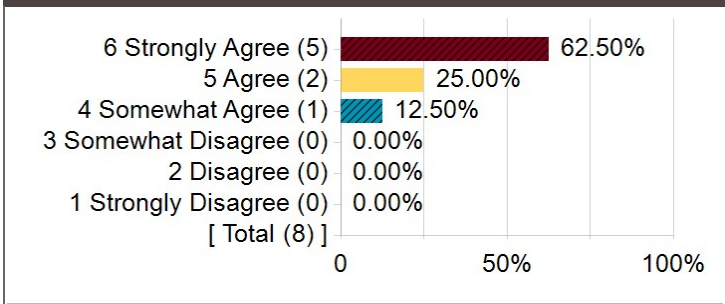
Statistics	Value
Mean	5.50
Median	6.00
Standard Deviation	0.76

5. The amount of effort needed to be successful in this course is reasonable.



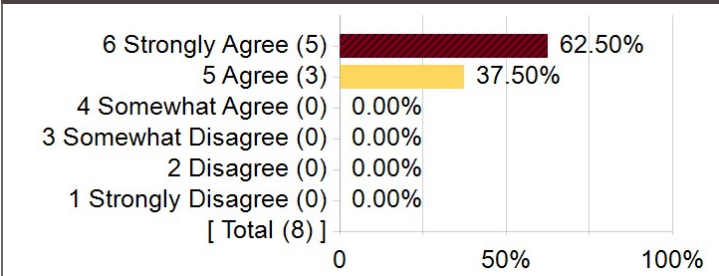
Statistics	Value
Mean	5.75
Median	6.00
Standard Deviation	0.46

6. The grading standards for this course were clear.



Statistics	Value
Mean	5.50
Median	6.00
Standard Deviation	0.76

7. I would recommend this course to other students.



Statistics	Value
Mean	5.63
Median	6.00
Standard Deviation	0.52

What did the instructor do that most helped your learning?

Comments
The interaction in every class. Also, just the baseline of what grad students do really helped me out.
inviting different speakers to the class, discussing different books and science related news, introducing how to use science related tools, fundings, etc. Especially showing how we can improve ourselves as an individual and researcher in our career.
He was very much friendly and interacted with each students. Group discussion on readings helped me to learn most about the course and Also, presentation session helped me to understand job market after my study.
Kyungsoo treated us with respect, he facilitated our discussions and moderated them with grace and clarity, and he took a non-traditional approach to teaching that was really enjoyable. He has a very calm and sincere demeanor that made you trust what he had to say. I consider this to be important for new grad students in an orientation course; we're all a little intimidated and likely craving some guidance from someone in the field. Kyungsoo provided this and was a great mentor in addition to professor. The inclusion of discussions was probably the most useful aspect of the class that helped my learning.
He was always responsive to questions during class and very clear about course logistics.
Provided a clear course timeline
He facilitated small group discussions well, and encouraged students to learn from one another, which reinforced our learning.

What suggestions do you have for improving the course?

Comments
I feel like not having a word requirement on the papers would help. When doing these literature reviews it was hard for me to say what I wanted to say in that small word count. I think having no work count and then lowering the amount of peer reviews would be more beneficial.
I think it is already in a great shape.
From discussion I understood a lot of readings. So, Group Discussion time can be 45 mins.
I would take out the Smil book and add something a little more optimistic. I would also include more resources or tangible timelines on the path through graduate school and when you should start checking things off the list. For instance, include rough timeline of when to start writing your thesis, steps to facilitate this, when to present, what to focus on the first year, etc. There was one lecture with Kari Jarcho, Carl Rosen, Fabian Fernandez, Dylan Millet, etc that was great. I think extending this topic could have helped. Otherwise, I really loved the course. It was my favorite that I took this semester.
More presentations in front of the class would have been helpful. The peer review is quite long; it could be shorter while getting the same points across.
I would select different books for reading.
I liked reading books with the rest of the class, but I would look into changing which books the class reads (which maybe already happens each year). While the two books we read were interesting, I'm not sure how relevant they were to LAAS, though there were parts that definitely were. I'm also not sure how beneficial having a scribe for the discussions was— I never went back to read the posts that my classmates made.