Teaching Evaluations
Daniel Skibra
PhD Candidate, Northwestern University
danielskibra@gmail.com

Daniel Skibra
PhD Candidate, Northwestern University
danielskibra@gmail.com

Courses assisted as TA at Northwestern University

1. PHIL260: Introduction to Moral Philosophy (Spring 2017)

2. PHIL250: Elementary Logic 2 (Winter 2017)

3. PHIL216: Introduction to Pragmatism (Spring 2015)

4. PHIL262: Ethical Problems and Public Issues (Winter 2015)

5. PHIL210: History of Philosophy- Early Modern (Spring 2014)

6. PHIL250: Elementary Logic 2 (Winter 2014)

7. PHIL150: Elementary Logic 1 (Fall 2014)

8. PHIL 210: History of Philosophy- Early Modern (Spring 2013)

9. CLASSICS 210: the World of Homer (Fall 2013)

10. PHIL150: Elementary Logic 1 (Fall 2012)

Northwestern

Individual Report for Daniel Skibra (PHIL_260-0_20: Introduction: Moral Philosophy)

Course and Teacher Evaluations CTEC Spring 2017

Project Audience 99
Responses Received 44
Response Ratio 44.4%

Creation Date   Tue, Jun 13, 2017

Powered by
blue

Northwestern University

Course Evaluations

Instructor	Course
Daniel Skibra	**PHIL_260-0_20: Introduction: Moral Philosophy**

DEMOGRAPHICS

Your School

Options	Count	Percentage
Education & SP	1	2.5%
Communication	3	7.5%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	4	10.0%
Medill	3	7.5%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	29	72.5%

Your Class
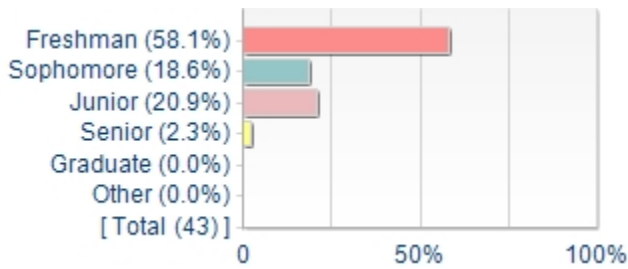
Options	Count	Percentage
Freshman	25	58.1%
Sophomore	8	18.6%
Junior	9	20.9%
Senior	1	2.3%
Graduate	0	0.0%
Other	0	0.0%

What is your reason for taking the course? (mark all that apply)
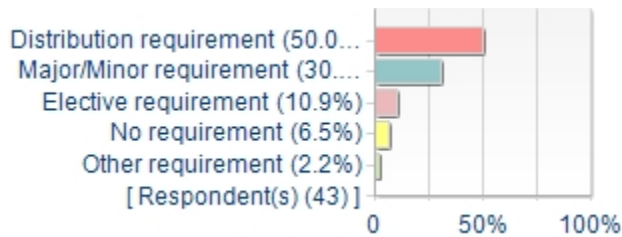
Options	Count	Percentage
Distribution requirement	23	50.0%
Major/Minor requirement	14	30.4%
Elective requirement	5	10.9%
No requirement	3	6.5%
Other requirement	1	2.2%
Respondent(s)	**43**	

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

```
1-Not interested at all (2.3%)
              2 (4.7%)
              3 (16.3%)
              4 (34.9%)
              5 (23.3%)
6-Extremely interested (18.6%)
            [Total (43)]
                        0        50%       100%
```
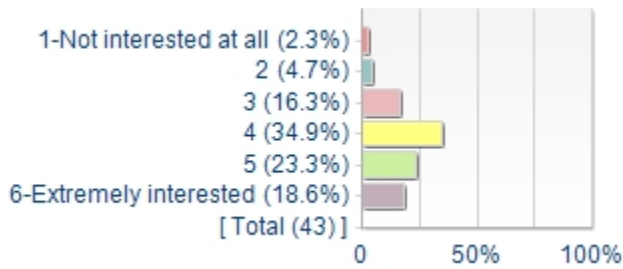
Options	Count	Percentage
1-Not interested at all	1	2.3%
2	2	4.7%
3	7	16.3%
4	15	34.9%
5	10	23.3%
6-Extremely interested	8	18.6%

TIME-SURVEY QUESTION

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

```
3 or fewer (93.0%)
      4 - 7  (7.0%)
     8 - 11 (0.0%)
    12 - 15 (0.0%)
    16 - 19 (0.0%)
  20 or more (0.0%)
   [Total (43)]
                 0        50%       100%
```
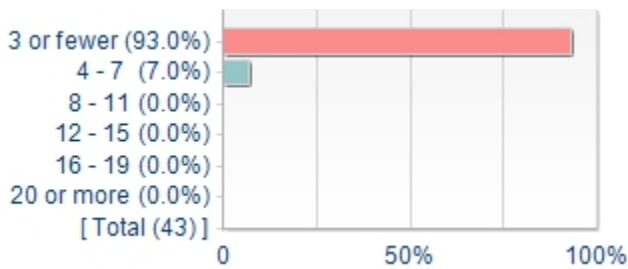
Options	Count	Percentage
3 or fewer	40	93.0%
4 - 7	3	7.0%
8 - 11	0	0.0%
12 - 15	0	0.0%
16 - 19	0	0.0%
20 or more	0	0.0%

TA QUESTIONS

Please rate the TA on the following criteria:

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

1-Very Low (0.0%)
2 (4.2%)
3 (12.5%)
4 (16.7%)
5 (37.5%)
6-Very High (29.2%)
[Total (24)]
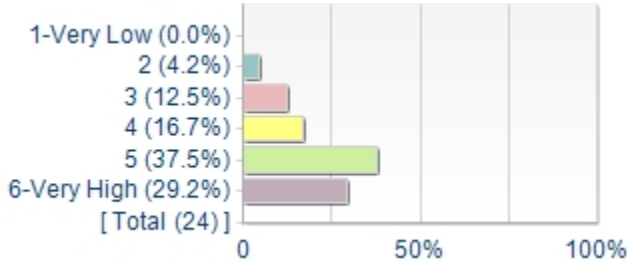
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	4.2%
3	3	3	12.5%
4	4	4	16.7%
5	5	9	37.5%
6-Very High	6	7	29.2%

Statistics	Value
Response Count	24
Mean	4.75
Median	5.00
Standard Deviation	1.15

2. The TA was well prepared for each session.

1-Very Low (0.0%)
2 (4.2%)
3 (8.3%)
4 (16.7%)
5 (45.8%)
6-Very High (25.0%)
[Total (24)]
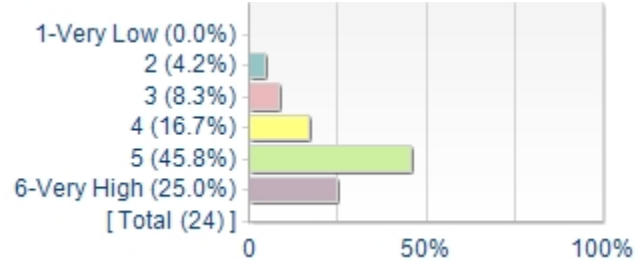
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	4.2%
3	3	2	8.3%
4	4	4	16.7%
5	5	11	45.8%
6-Very High	6	6	25.0%

Statistics	Value
Response Count	24
Mean	4.79
Median	5.00
Standard Deviation	1.06

3. The TA communicated ideas in a clear manner.

1-Very Low (0.0%)
2 (8.3%)
3 (29.2%)
4 (4.2%)
5 (29.2%)
6-Very High (29.2%)
[Total (24)]
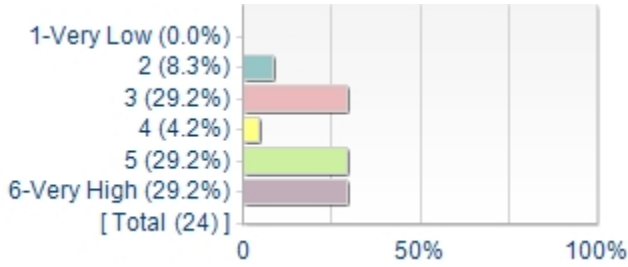
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	2	8.3%
3	3	7	29.2%
4	4	1	4.2%
5	5	7	29.2%
6-Very High	6	7	29.2%

Statistics	Value
Response Count	24
Mean	4.42
Median	5.00
Standard Deviation	1.41

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

1-Very Low (0.0%)
2 (4.3%)
3 (4.3%)
4 (21.7%)
5 (39.1%)
6-Very High (30.4%)
[Total (23)]
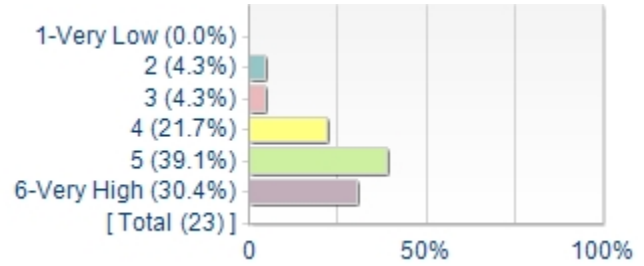
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	4.3%
3	3	1	4.3%
4	4	5	21.7%
5	5	9	39.1%
6-Very High	6	7	30.4%

Statistics	Value
Response Count	23
Mean	4.87
Median	5.00
Standard Deviation	1.06

OPEN-ENDED QUESTIONS

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

Comments
Seemed enthusiastic for class, but did not do a great job of facilitating interesting discussion. Also did not email us about when the final review session was so I did not know about it.
He was knowledgeable about the topics discussed in the class. The first few discussion sections were bad, but he made the class take a survey and really listened to our feedback and made the discussion section much much better. One improvement would be speaking his ideas more clearly. Sometimes he really goes on tangents and takes a long time to get to the point and that drags on the discussion because we spend too much time on one topic. But really good improvement throughout the quarter. The discussion section became more interactive once he started giving us little group tasks to do and giving us hand outs.
He was really nice and understood that we probably didn't want to be there. He was quite awkward and talked too much. He was helpful any time I had questions.
VERY helpful advice after meeting about midterm paper. Sometimes discussions could be a little long--it would be helpful and more clear to stay on topic. Thanks for a good quarter!
led good discussions
He involved everyone and helped us flesh out our own ideas.
Nice with suggestions but harsh on midterm paper grading.
Daniel was really nice and very helpful in answering questions. He understood the topics well and wanted us to understand. Sometimes discussing didn't have much energy and felt unnecessary, but Daniel answered everything we asked and wanted to make sure we were fully understanding the material.
Daniel encourages participation which is facilitated by this request for relevant examples concerning the various theories/objections. Daniel's major weakness is an inability to speak concisely.
Really good at involving the whole class in the sections and really engaged everyone with thoughtful questions, showed a lot of effort. NOt really any weaknesses, discussion sections were great.
Good discussion handouts, good small group discussion
Daniel was very helpful and answered any students' questions when needed.
lOVELY
took a long time to go through each topic, but was helpful and knowledgable

Northwestern

Individual Report for Daniel Skibra (PHIL_250-0_20: Elem Logic II)

Course and Teacher Evaluations CTEC Winter 2017

Project Audience 6
Responses Received 2
Response Ratio 33.3%

Report Comments

For more information about the CTEC Guidelines please visit our website: http://www.northwestern.edu/ctec/guidelines/index.html

Creation Date   Wed, Mar 22, 2017

Powered by
blue

Northwestern University

Course Evaluations

Instructor	Course
Daniel Skibra	**PHIL_250-0_20: Elem Logic II**

DEMOGRAPHICS

Your School
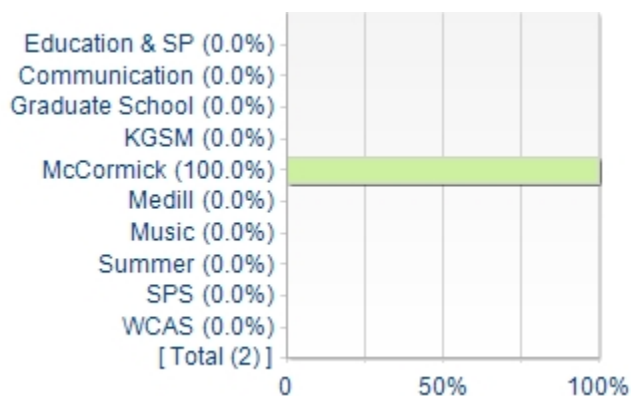
Options	Count	Percentage
Education & SP	0	0.0%
Communication	0	0.0%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	2	100.0%
Medill	0	0.0%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	0	0.0%

Your Class
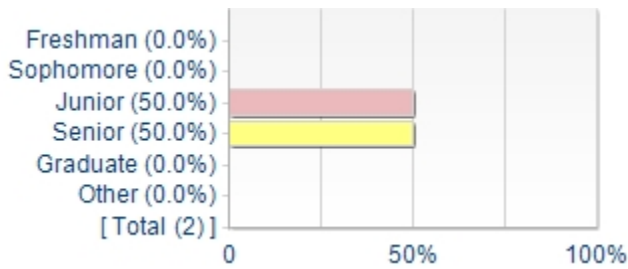
Options	Count	Percentage
Freshman	0	0.0%
Sophomore	0	0.0%
Junior	1	50.0%
Senior	1	50.0%
Graduate	0	0.0%
Other	0	0.0%

What is your reason for taking the course? (mark all that apply)
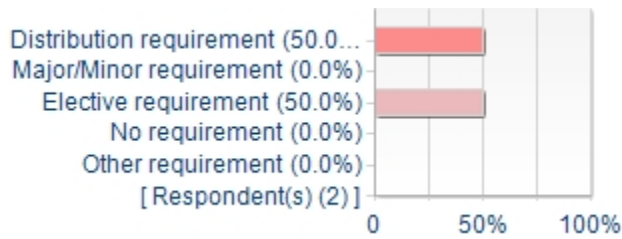
Options	Count	Percentage
Distribution requirement	1	50.0%
Major/Minor requirement	0	0.0%
Elective requirement	1	50.0%
No requirement	0	0.0%
Other requirement	0	0.0%
Respondent(s)	**2**	

What was your interest in this subject before taking the course?
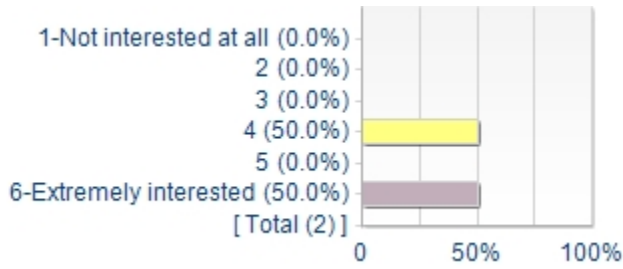
Options	Count	Percentage
1-Not interested at all	0	0.0%
2	0	0.0%
3	0	0.0%
4	1	50.0%
5	0	0.0%
6-Extremely interested	1	50.0%

TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.
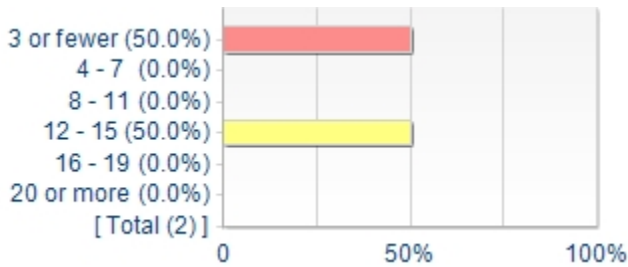
Options	Count	Percentage
3 or fewer	1	50.0%
4 - 7	0	0.0%
8 - 11	0	0.0%
12 - 15	1	50.0%
16 - 19	0	0.0%
20 or more	0	0.0%

TA QUESTIONS

Please rate the TA on the following criteria:

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

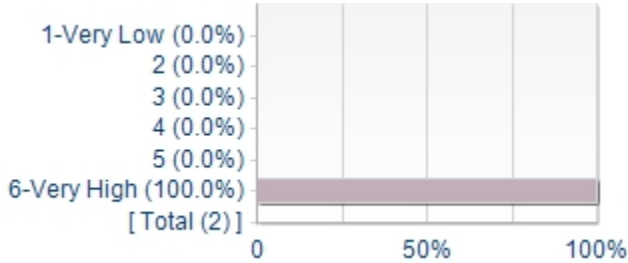| Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	0	0.0%
6-Very High	6	2	100.0%

Statistics	Value
Response Count	2
Mean	6.00
Median	6.00
Standard Deviation	0.00

2. The TA was well prepared for each session.
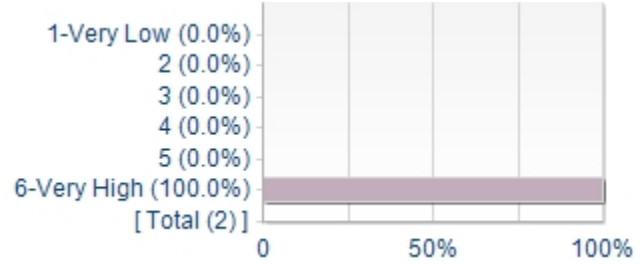
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	0	0.0%
6-Very High	6	2	100.0%

Statistics	Value
Response Count	2
Mean	6.00
Median	6.00
Standard Deviation	0.00

3. The TA communicated ideas in a clear manner.
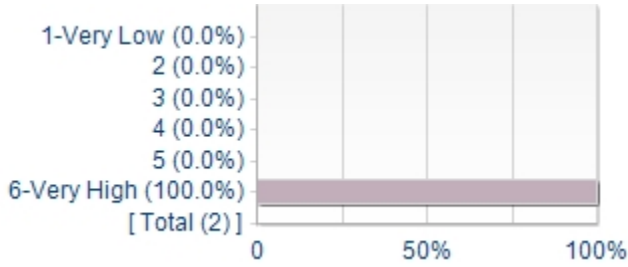
```
1-Very Low (0.0%)
        2 (0.0%)
        3 (0.0%)
        4 (0.0%)
        5 (0.0%)
6-Very High (100.0%)
     [ Total (2) ]
                    0        50%       100%
```

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	0	0.0%
6-Very High	6	2	100.0%

Statistics	Value
Response Count	2
Mean	6.00
Median	6.00
Standard Deviation	0.00

4. The TA showed strong interest in teaching the course.
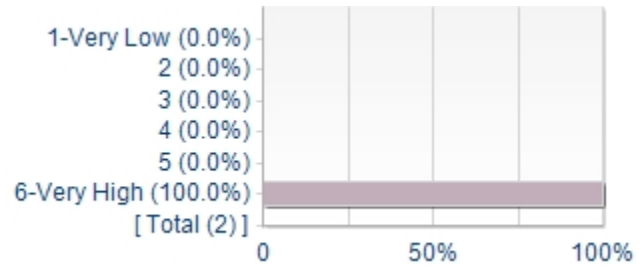
```
1-Very Low (0.0%)
        2 (0.0%)
        3 (0.0%)
        4 (0.0%)
        5 (0.0%)
6-Very High (100.0%)
     [ Total (2) ]
                    0        50%       100%
```

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	0	0.0%
6-Very High	6	2	100.0%

Statistics	Value
Response Count	2
Mean	6.00
Median	6.00
Standard Deviation	0.00

OPEN-ENDED QUESTIONS

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

Comments
Dan did a fantastic job keeping in touch with the students and making himself available to answer questions. It would have been helpful to have discussion section closer to the due date of the assignment, rather than immediately after the assignment was assigned.

Department: PHIL Philosophy
Course: 216-0-1 Introduction to Pragmatism
Quarter: Spring 2015

CTEC Online TA Report For Daniel Skibra

Teaching Assistant Questions

Wording of Statement	Number of responses	**6** (high)	5	4	3	2	1 (low)	Average
15. The TA was able to answer the students' questions adequately.	3	2	0	1	0	0	0	5.33
16. The TA was well prepared for each session.	3	2	0	1	0	0	0	5.33
17. The TA communicated ideas in a clear manner.	3	2	0	1	0	0	0	5.33
18. The TA showed strong interest in teaching the course.	3	2	0	1	0	0	0	5.33

Comments: If you meet with him he's awesome!!! So helpful!/He was responsive to what we needed clarification on and was helpful in giving us more of a background to the philosophers and ideas we were learning about. I really liked his informal style of leading discussion section. It created a very comfortable environment to discuss texts and ideas presented in class and to ask questions.

Department: PHIL Philosophy
Course: 262-0-20 Ethical Problems and Public Issues
Quarter: Winter 2015

CTEC Online TA Report For Daniel Skibra

Teaching Assistant Questions

Wording of Statement	Number of responses	**6** (high)	5	4	3	2	1 (low)	Average
15. The TA was able to answer the students' questions adequately.	28	11	9	6	1	1	0	5
16. The TA was well prepared for each session.	28	15	7	5	1	0	0	5.29
17. The TA communicated ideas in a clear manner.	28	11	7	8	1	1	0	4.93
18. The TA showed strong interest in teaching the course.	26	13	9	3	0	1	0	5.27

Comments: Daniel was quick in response to questions and he kept a well clarified rubric for grading./Daniel is a great guy and great TA/none/I enjoyed that he seemed to come in with a plan for what we were going to learn, but there was plenty of time for discussion of the topics among everyone in the room, which was more interactive and brought up many different perspectives./It was a lot more of him talking versus an actual discussion but it was helpful to go over the different readings./Knowledgable, good at explaining ideas, allowed for the right amount of student involvement in discussion sections./Dan was great. Very enthusiastic, always well-prepared./Dan is a good TA, but he's a pretty strict grader. He returns assignments with a lot of comments and feedback, which is really helpful and he's usually available to meet even outside office hours./The TA is a great resource and facilitates meaningful discussion./He was very approachable, explained relevant material, and nice./strengths: discussing articles we are assigned weaknesses: none/He focuses on specific articles during the discussion section, which makes the discussion good and pointed. I always get a lot out of it. However, this pointed discussion also has its harms as I feel like we don't get to examine all the viewpoints

at hand.

Department: PHIL Philosophy
Course: 210-3-20 History of Philosophy - Early Modern
Quarter: Spring 2014

CTEC Online TA Report For Daniel Skibra

Teaching Assistant Questions

Wording of Statement	Number of responses	**6** (high)	5	4	3	2	1 (low)	Average
15. The TA was able to answer the students' questions adequately.	20	7	12	1	0	0	0	5.3
16. The TA was well prepared for each session.	20	9	9	2	0	0	0	5.35
17. The TA communicated ideas in a clear manner.	20	9	10	0	1	0	0	5.35
18. The TA showed strong interest in teaching the course.	20	12	6	2	0	0	0	5.5

Comments: Strengths: Very nice, helpful, willing to answer questions and engage in discussion, good feedback and level of engagement in written comments, good availability and prompt email response
Weaknesses: A little too indulgent towards students who like to derail the discussion/Dan is knowledgeable and answers questions fully and well. He's also willing to put time aside to review specific issues in writing philosophy papers, something very helpful./He also seemed to know a lot on the subject and was able to answer questions that came at him./Strength: clearly communicated ideas. Weaknesses: took a very long time to grade assignments./Dan's a great TA. Keep up the good work./Knowledgeable and enthusiastic./No weaknesses. Competent and answered questions well, presented concepts well. Willing to engage with students./Knowledge about the topic but very slow grading./Dan was good at clarifying topics./Daniel was effective in his instruction, and helped really flesh out some of the ideas of each topic, we just got caught up on one and never got to discuss many others during each class./Daniel was extremely helpful and encouraging. He helped me improve my writing, and patiently

elucidated the reading to me./Daniel's a great TA with an obvious interest in both philosophy and teaching, his explanations are clear and helpful.

Department: PHIL Philosophy
Course: 250-0-20 Elementary Logic II
Quarter: Winter 2014

CTEC Online TA Report For Daniel Skibra

Teaching Assistant Questions

Wording of Statement	Number of responses	**6** (high)	5	4	3	2	1 (low)	Average
15. The TA was able to answer the students' questions adequately.	4	2	2	0	0	0	0	5.5
16. The TA was well prepared for each session.	4	1	2	0	1	0	0	4.75
17. The TA communicated ideas in a clear manner.	4	3	0	1	0	0	0	5.5
18. The TA showed strong interest in teaching the course.	4	2	2	0	0	0	0	5.5

Comments: Dan was the reason I didn't fail miserably at this course. He was by far one of the top TA's I think I have ever had at Northwestern. He did an excellent job explaining in layman's terms what was going on and did a great job explaining the course material./Dan explained the material in a way that was actually understandable. I think I learned much more in discussion than in class./Dan is the best. Period. He is very knowledgeable and helpful in office hours. He is willing to walk through problems to help you really understand the material. He runs a good discussion and is overall a great TA.

Department: PHIL Philosophy
Course: 150-0-20 Elementary Logic I
Quarter: Fall 2012

CTEC Online TA Report For Daniel Skibra

Teaching Assistant Questions

Wording of Statement	Number of responses	**6** (high)	5	4	3	2	1 (low)	Average
15. The TA was able to answer the students' questions adequately.	31	12	12	6	1	0	0	5.13
16. The TA was well prepared for each session.	31	14	13	2	2	0	0	5.26
17. The TA communicated ideas in a clear manner.	31	15	10	4	2	0	0	5.23
18. The TA showed strong interest in teaching the course.	31	14	10	6	1	0	0	5.19

Comments: Patient and approachable. Dan was effortlessly able to make the section a discussion or a lecture as the situation required./Is available and tries to help, but allows students to side track the discussion section with personal concerns that could be addressed afterwards/daniel is so approachable and always willing to help you out and make time to do so. He does a great job of breaking down complex things in lecture and taking you step by step through problems in order to understand them./Good at picking up on stuff that was left unclear in lectures/Daniel was extremely helpful. He made himself available to meet with students. He also made his own worksheets to help us better understand concepts. He really wants you to succeed./Strengths -- excited about class, invested in students, would note things that were confusing from lecture and break them down for us, his class was a really really great complement to the lectures!/Approachable, answers questions clearly and really emphasizes on understanding the material rather than offering short-term answers to our questions. Answers in a way that helps in the future/Always on top of what we need to review and really quick with responses to questions/was able to explain concepts very well, did go through some problem solving

strategies, but always ran out of time/Congratulations Daniel!/Dan was very friendly and helpful, but he seemed to get distracted by questions sometimes/Dan is a GREAT teaching assistant. He was VERY willing to meet with me outside of class to help me work out the ideas from the course and did a great job breaking down major concepts when I would go to meet with him./Dan was great! Definitely a good TA and very helpful. I learned a lot from office hours./Very helpful and understanding./Far better than the teacher. May not know or understand as much, but conveyed ideas clearly and concretely./He was always ready to do everything to make sure that we understood the material, presented it in a slightly different way than the professor, so that we had different intuitive approaches and could choose whichever one suited us best. He also communicated effectively and addressed things that weren't clear in the lecture./He cares about students knowing the material./Dan is comfortable, interesting and well-versed in the subject./He was very good at answering questions and reviewing course material, though sometimes he failed to go beyond the cursory level of understanding to ensure success on the exams./Is prepared for class and can usually explain ideas adequately.

Department: PHIL Philosophy
Course: 210-3-20 History of Philosophy - Early Modern
Quarter: Spring 2013

CTEC Online TA Report For Daniel Skibra

Teaching Assistant Questions

Wording of Statement	Number of responses	**6** (high)	5	4	3	2	1 (low)	Average
15. The TA was able to answer the students' questions adequately.	29	6	14	6	3	0	0	4.79
16. The TA was well prepared for each session.	29	7	10	8	3	1	0	4.66
17. The TA communicated ideas in a clear manner.	29	7	9	10	1	2	0	4.62
18. The TA showed strong interest in teaching the course.	29	9	11	7	1	1	0	4.9

Comments: Dan is clear and nice, but he generally runs out of time and doesn't get through everything he wants to cover/Skibra was great at answering questions but not so great at directing discussion./Dan was fine. A little quiet, but no complaints./Dan was always very understanding and responsive to questions. He obviously loves the material we discussed and was always very willing to meet outside of class and explain things further. The time management in our discussions was hard, though. The first few discussions lacked focus and weren't very helpful. By the end, we had more of a structured agenda of topics to review, but we usually wouldn't finish. When we had to turn in papers that covered some of the topics we could have discussed but ran out of time to talk about, that was very annoying./We didn't always get through everything fast enough, however, the ideas was very good and he inspired very relaxed and cordial and thoughtful environment, which is entirely appropriate for philosophy./He really cared about the class and was always ready to answer questions, but I felt like he sometimes had trouble articulating exactly what he wanted to say./Very passionate./The strengths of the TA is that he was very helpful in office hours./TA explains things decently and is willing to help

but perhaps does not encourage as much discussion as he could./Skibra is tough on the grading, if you don't have the writing style he likes go to him until he tells you how to write the paper otherwise you will be disappointed with paper grades. He also takes a while and is a little confusing explaining things so keep the questions simple and one by one (not like he doesn't understand he just can't always explain them well)/Daniel Skibra was a great TA! He focused on the most important aspects of the reading and did a great job of explaining them further. He gave good comments on the reading reports, which helped with writing future reports and the papers./He seems like he doesn't know what he is talking about sometimes/Dan was nice and very relaxed about attendance and assignments. He graded things promptly and always had good comments about the papers. He tended to ramble a bit in discussion sections and his answers could have been clearer and more concise./Dan was really nice and it was cool that he knew our names, but it was obnoxious that our reading responses got actually graded for accuracy and other classes got all 5s and did the same amount of work as us. I think for this beginner class, he was too hard of a grader./What can I say about Daniel? He's a great guy: passionate, punctual, etc. He really drove the discussion, but it seemed to drag on at times, possibly because my particular section didn't really have a lot to contribute. One recommendation would be to keep the subject matter up to date with the coursework. Towards the end of the quarter, we were still discussing philosophers which we had finished learning about in lecture a month or more prior. In fairness, he asked who we wanted to discuss, and the majority voted for the first three philosophers every time./great TA, really cared, poor time management during discussion sections (didn't cover too much material)

Department: CLASSICS Classics - Readings in English
Course: 210-0-20 The World of Homer
Quarter: Fall 2013

CTEC Online TA Report For Daniel Skibra

Teaching Assistant Questions

Wording of Statement	Number of responses	**6** (high)	5	4	3	2	1 (low)	Average
23. The TA was able to answer the students' questions adequately.	7	4	1	1	0	1	0	5
24. The TA was well prepared for each session.	7	5	1	1	0	0	0	5.57
25. The TA communicated ideas in a clear manner.	7	4	2	1	0	0	0	5.43
26. The TA showed strong interest in teaching the course.	7	4	1	0	1	1	0	4.86

Comments: very helpful when he organizes concepts on the board/Daniel is very nice because he understands that most students take this course as a distro requirement, and is cool with the fact that students should spend more time studying for courses related to the major. He is however, very informative and enthusiastic at the same time./Mr. Skibra was very friendly, and certainly an agreeable and approachable fellow. That said, I get the sense that he does not have great expertise on the subject at hand, and is learning just as the undergraduates are.

Department: PHIL Philosophy
Course: 150-0-20 Elementary Logic I
Quarter: Fall 2012

CTEC Online TA Report For Daniel Skibra

Teaching Assistant Questions

Wording of Statement	Number of responses	**6** (high)	5	4	3	2	1 (low)	Average
15. The TA was able to answer the students' questions adequately.	31	12	12	6	1	0	0	5.13
16. The TA was well prepared for each session.	31	14	13	2	2	0	0	5.26
17. The TA communicated ideas in a clear manner.	31	15	10	4	2	0	0	5.23
18. The TA showed strong interest in teaching the course.	31	14	10	6	1	0	0	5.19

Comments: Patient and approachable. Dan was effortlessly able to make the section a discussion or a lecture as the situation required./Is available and tries to help, but allows students to side track the discussion section with personal concerns that could be addressed afterwards/daniel is so approachable and always willing to help you out and make time to do so. He does a great job of breaking down complex things in lecture and taking you step by step through problems in order to understand them./Good at picking up on stuff that was left unclear in lectures/Daniel was extremely helpful. He made himself available to meet with students. He also made his own worksheets to help us better understand concepts. He really wants you to succeed./Strengths -- excited about class, invested in students, would note things that were confusing from lecture and break them down for us, his class was a really really great complement to the lectures!/Approachable, answers questions clearly and really emphasizes on understanding the material rather than offering short-term answers to our questions. Answers in a way that helps in the future/Always on top of what we need to review and really quick with responses to questions/was able to explain concepts very well, did go through some problem solving

strategies, but always ran out of time/Congratulations Daniel!/Dan was very friendly and helpful, but he seemed to get distracted by questions sometimes/Dan is a GREAT teaching assistant. He was VERY willing to meet with me outside of class to help me work out the ideas from the course and did a great job breaking down major concepts when I would go to meet with him./Dan was great! Definitely a good TA and very helpful. I learned a lot from office hours./Very helpful and understanding./Far better than the teacher. May not know or understand as much, but conveyed ideas clearly and concretely./He was always ready to do everything to make sure that we understood the material, presented it in a slightly different way than the professor, so that we had different intuitive approaches and could choose whichever one suited us best. He also communicated effectively and addressed things that weren't clear in the lecture./He cares about students knowing the material./Dan is comfortable, interesting and well-versed in the subject./He was very good at answering questions and reviewing course material, though sometimes he failed to go beyond the cursory level of understanding to ensure success on the exams./Is prepared for class and can usually explain ideas adequately.