

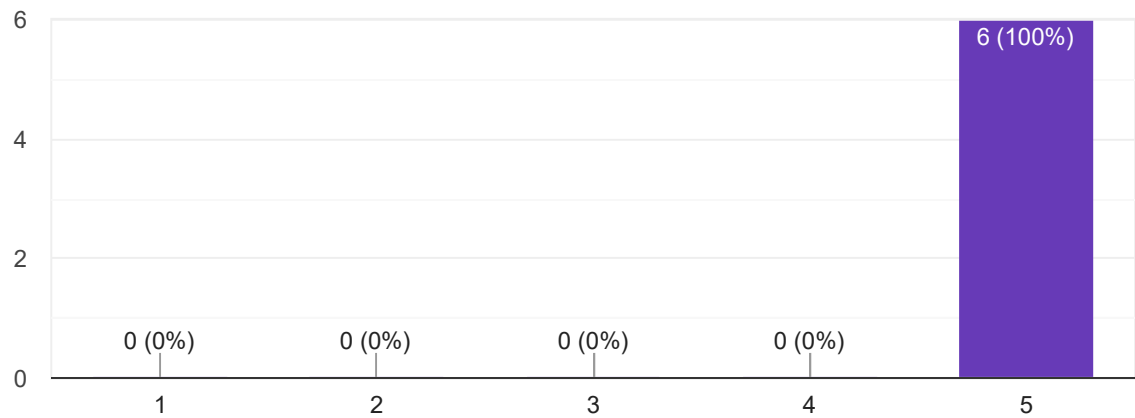
Logic Section Evaluation - Tammo

6 responses

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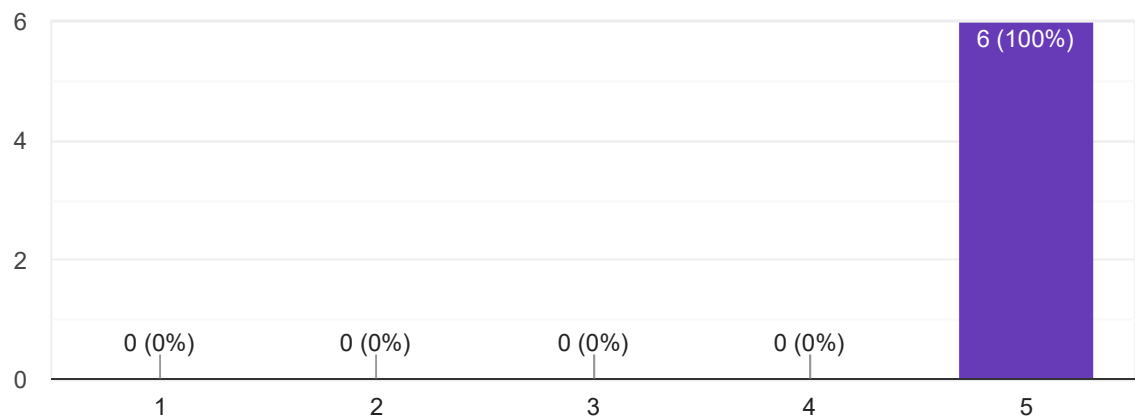
Knowledge of course material

6 responses



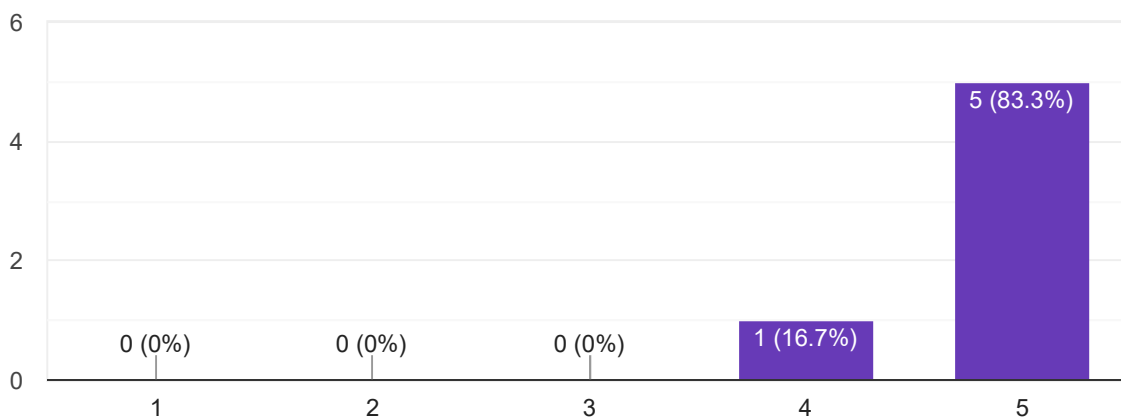
Preparation for section

6 responses



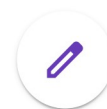
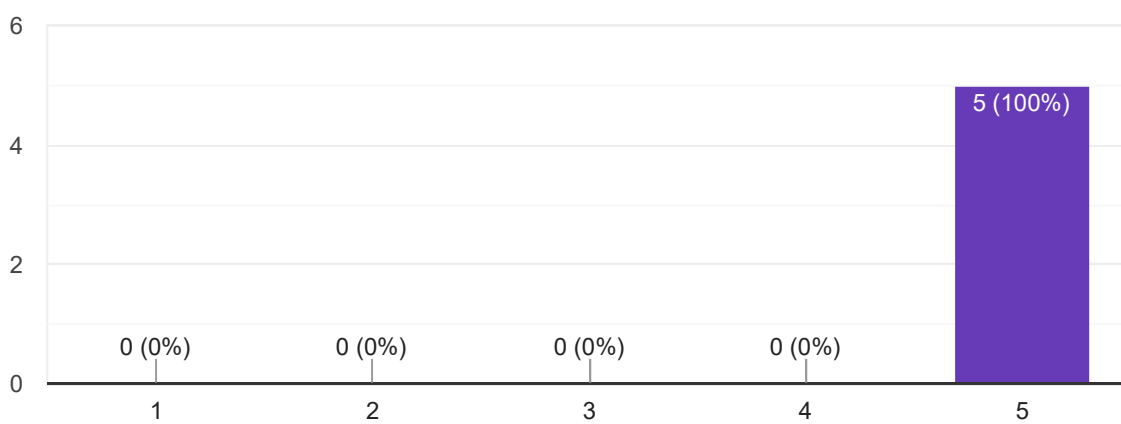
Ability to explain material in section

6 responses



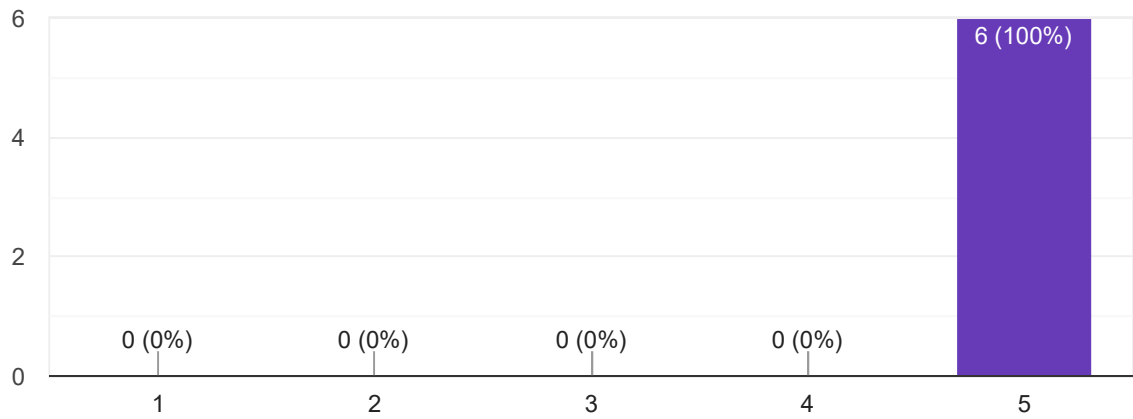
Ability to explain course material in one-on-one setting

5 responses



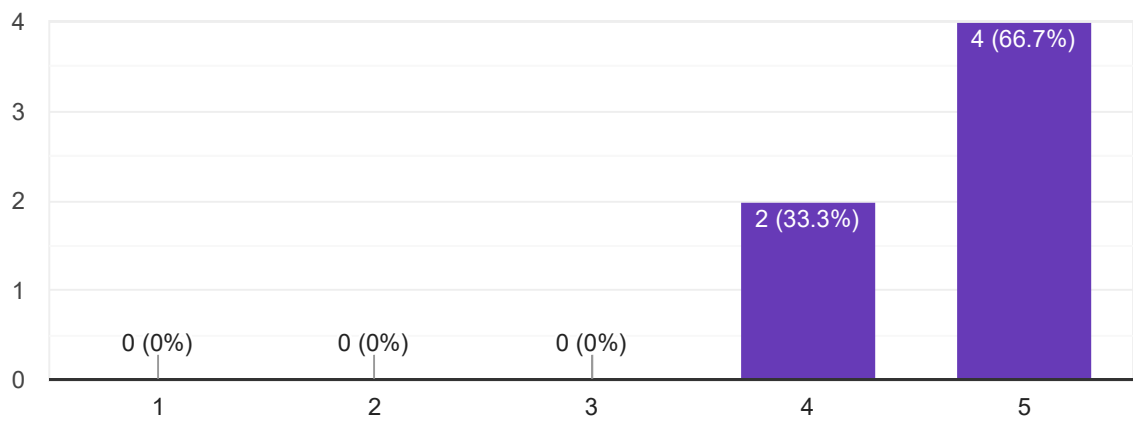
Availability for questions outside of section

6 responses



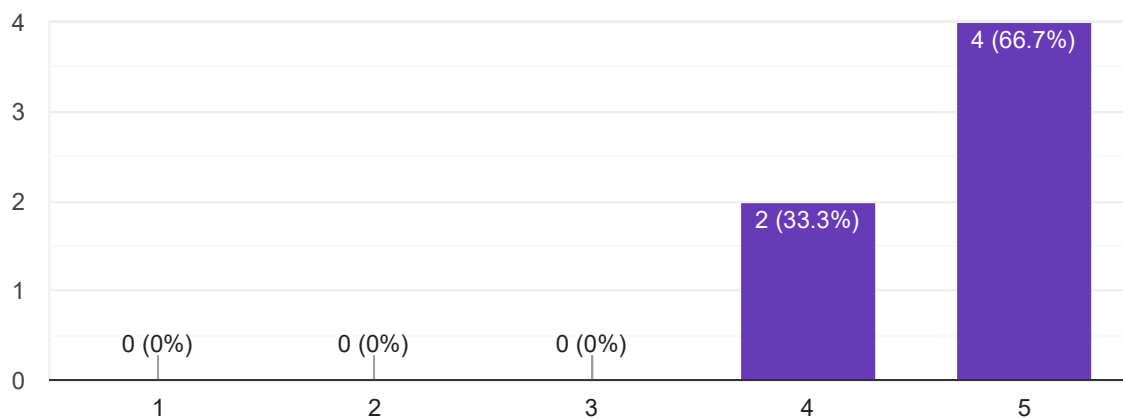
Quality of comments on written work

6 responses



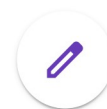
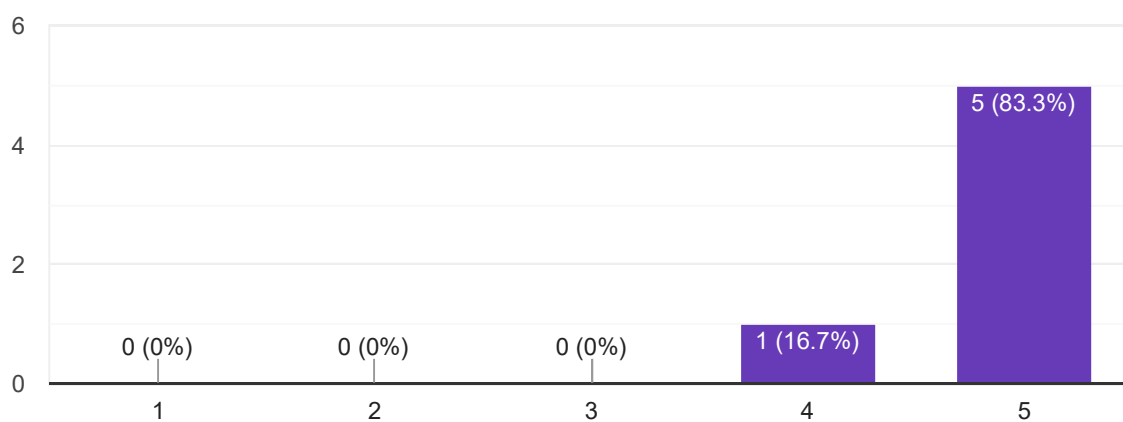
Enthusiasm for subject and for teaching

6 responses



Overall effectiveness, compared to other instructors you've had

6 responses



Please use the following space to elaborate on the TA's teaching ability. What did you like most about this TA? Would you recommend this TA to a friend? How did this TA contribute to your development as a student? Would you recommend that this TA change any aspect of his or her teaching? Comment as fully as possible.

3 responses

Tammo is very knowledgeable, and tries to put students on the most streamlined path to success. I would recommend him for any future logicians and general philosophy students since he is able to answer exterior questions too. Tammo helped me a lot on homework since the questions were, at times, ambiguous/vague/unclear. He gave us a lot of resources so I didn't need to make much use of office hours outside of section. I would say the only thing that should change is the office hour timing. Most other TA office hours (not just in philosophy) are usually in the afternoon/evening.

Tammo has always been willing to help me out and is very flexible with meeting times outside of office hours. His comments on work have been instrumental in my understanding of the material

I felt that Tammo was very knowledgeable and eager to help students, which makes him very approachable and I appreciated it very much. I would recommend him to a friend. The only thing I would recommend is that he explains the reasoning behind problems more.

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