# Teaching Assistant Report for GOVT E-94 Deliberative Justice: The Theory and Practice of Good Citizenship (16401) Jordan Kokot

Project Title: **Harvard Extension School Course Evaluations Fall 2022**

Instructors Audience: **28**
Responses Received: **20**
Response Ratio: **71%**

**Report Comments**

## *Information about this report:*

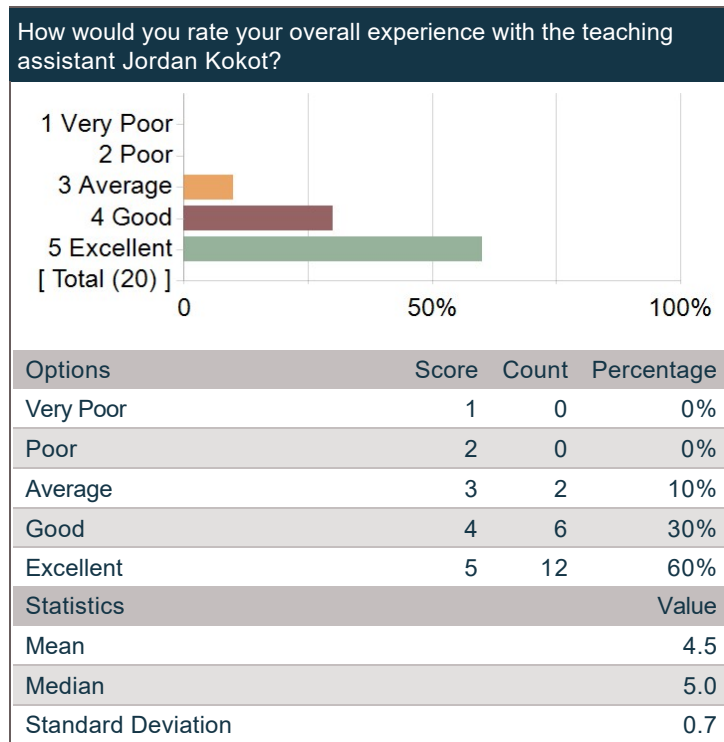- Questions on the report are not necessarily in the order asked in the questionnaire.

Questions on this report can be addressed to
Mark Lax
Director, Academic Operations
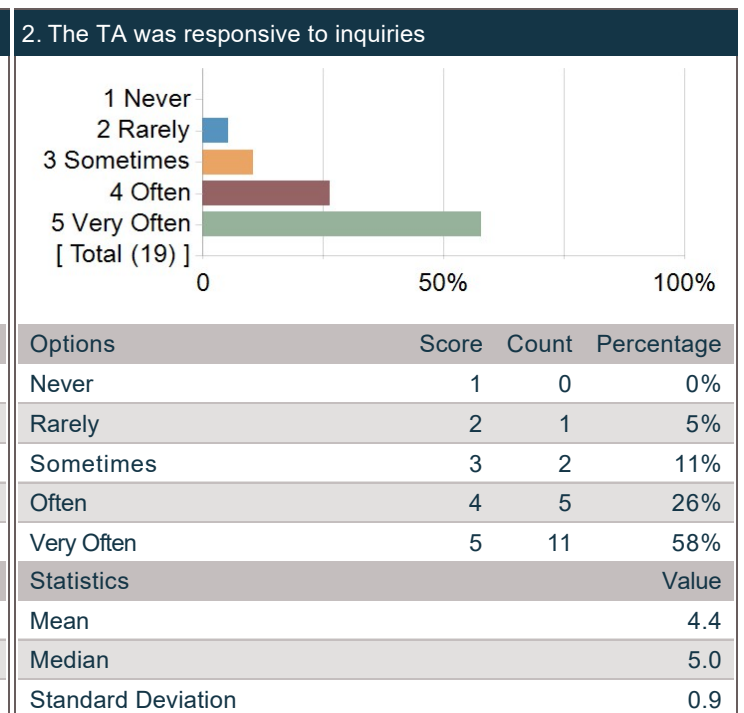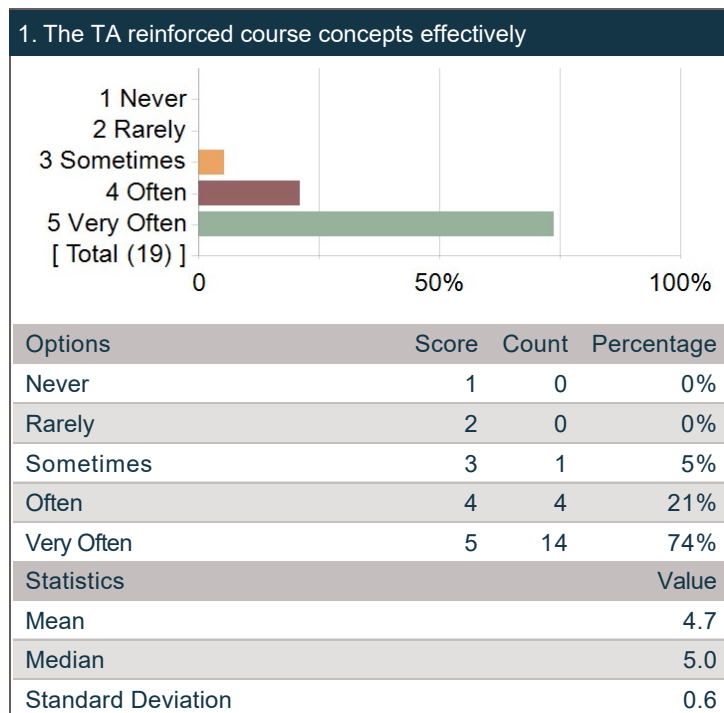(617) 998-8491
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## Teaching Assistant Questions

### How would you rate your overall experience with the teaching assistant Jordan Kokot?

| How would you rate your overall experience with the teaching assistant Jordan Kokot? | | | |
|---|---|---|---|



| Options | Score | Count | Percentage |
|---|---|---|---|
| Very Poor | 1 | 0 | 0% |
| Poor | 2 | 0 | 0% |
| Average | 3 | 2 | 10% |
| Good | 4 | 6 | 30% |
| Excellent | 5 | 12 | 60% |
| Statistics | | | Value |
| Mean | | | 4.5 |
| Median | | | 5.0 |
| Standard Deviation | | | 0.7 |

### What was your experience with the following aspects of Jordan Kokot's instruction? (For those that do not apply, please select "No Basis for Judgment.")

| 1. The TA reinforced course concepts effectively | | | |
|---|---|---|---|



| Options | Score | Count | Percentage |
|---|---|---|---|
| Never | 1 | 0 | 0% |
| Rarely | 2 | 0 | 0% |
| Sometimes | 3 | 1 | 5% |
| Often | 4 | 4 | 21% |
| Very Often | 5 | 14 | 74% |
| Statistics | | | Value |
| Mean | | | 4.7 |
| Median | | | 5.0 |
| Standard Deviation | | | 0.6 |

| 2. The TA was responsive to inquiries | | | |
|---|---|---|---|



| Options | Score | Count | Percentage |
|---|---|---|---|
| Never | 1 | 0 | 0% |
| Rarely | 2 | 1 | 5% |
| Sometimes | 3 | 2 | 11% |
| Often | 4 | 5 | 26% |
| Very Often | 5 | 11 | 58% |
| Statistics | | | Value |
| Mean | | | 4.4 |
| Median | | | 5.0 |
| Standard Deviation | | | 0.9 |

# Comments about the Teaching Assistant

## What did the teaching assistant do that was most helpful for your learning?

| Comments |
|---|
| He provided helpful feedback? He allowed me to take unusual tactics in my assignments and graded it well? In the words of Leo Tolstoy: "All happy families are alike; each unhappy family is unhappy in its own way." It is difficult for me to recall exactly what he did that was so helpful to my learning, particularly so long after the last class or assignment. It's hard for me to evaluate his skill precisely if I didn't need much help, or needed help in a variety of ways. Still, I have a good opinion of him. |
| Jordan helped us to chew on the tougher aspects of the course as well as to synthesize the various theories into an overarching lens of how to approach moral dilemmas. His method of approaching topics, leading discussions and challenging us was an excellent example of how thoughtful, respectful deliberations can be facilitated. |
| Guided student discussions in a meaningful and thought–provoking way. |
| The feedback was constructive and helpful once available. |
| He is really great and helpful. |
| Dr. Kokot's TF sections and in–class lecture represent the premium level of teaching capacity across elite education system, making the class and sessions incredible academic enjoyment and great venue of intellectual optimization even at the top ivy system of Harvard.<br>To my observation, Jordan Kokot is an exceptional intellectual asset to the Harvard Faculty Body, who is able to induce and sustain intrinsic value of Harvard reputation as the top ivy–league institute, as well as capable of benefiting both faculty and student bodies for a long run as a well–rounded expert in multiple subjects of philosophy, policy, and ethics with a promising teaching potential and capacity in more subjects such as science and technology. |
| Jordan is a wonderful TA and professor in his own right, deftly moderating weekly sections and grading papers. His insights and feedback are those of a seasoned veteran and is highly appreciated by all. He is fair and accommodating, but doesn't suffer fools. So, come prepared to rumble! It all comes down to the student being prepared and no one helps more in that department than Jordan. He's just remarkable and, after interacting with him, you're left feeling he's been holding back for your sake. A true gentleman. |
| The sessions were great, and he is a knowledgeable and great speaker. He can professionally lead a philosophical conversation. |
| Best TF I've had. He's extremely knowledgeable in the subject. Great Philosopher, loved learning from him |
| He encourages us to interact with each other while focusing on the course content. He pushes you to dig a little deeper to understand why you're answering a question in a certain way. But he does this respectfully and it helps you to understand the course concepts. He wipes the slate clean of imposter syndrome at every section meeting so that we feel empowered to engage in what we learn. |
| He did a nice job of facilitating section discussions. |
| He led class discussions in the Monday sections very well. He explains things well. He is able to receive and see different points of view. He is mentally flexible and I found that to be a point of relief for me as professor Imparato appears to have a more rigid way of thinking, although I consider Imparato a good professor as well. |
| Jordan gave helpful feedback on assignments. |
| He wants every student to succeed. He will meet outside or class and does a good job leading sections. |
| The TA led small group discussions and provided timely updates |
| I think the TA was able to take material, analyze, synthesize it, and provide me with feedback about the topic discussed in sections. His expectations were clear in regards to participation. Of course, he expects all of us to complete the readings, and attend class either in person or online so the discussion for that week in sections are directly from the readings and lecture. |
| He was very kind and open to different opinions. He was also very constructive with his feedback both on section discussions and written work. |

## What might the teaching assistant have done differently to help you learn more?

| Comments |
|---|
| His Canvas responses were often delayed by three or more days. Apparently, this is nothing more than a nuisance, as I nonetheless performed very well in this class. |
| I would have appreciated more procedural lessons in how to dissect an argument and formulate a respectful response. We briefly touched on it in the last, optional section when discussing the final exam but would have enjoyed more examples of the linear argument, etc. |
| –Provide feedback on time.<br>–It was clear that other obligations made it difficult for him to respond to inquiries so I'm not sure how that can be rectified. It certainly was not helpful from a student's perspective. |
| None |
| N/A |
| Assignment feedback sometimes arrives too late to be useable in upcoming assignments. So, perhaps a quicker turnaround. But, honestly, this is more a wish–list than critical. |
| 1. Grading or giving feedback on our work in time so we can use the input for the upcoming assignments. I made a mistake in my second and final moral argument, but I only knew I made it three weeks after my last submission. He apologized for the delays multiple times, and it's okay, but it deprived me of the opportunity to improve from one assignment to the next. |
| More timely feedback on submitted assignments. |
| Nothing. He has done an excellent job. |
| Be more responsive over emails. |
| More timely feedback on some of the assignments would have been preferred |
| I think the TA, for me, can explain further how the two assignments differ: the yellowdig discussions and the prompt arguments. I wasn't clear on what was expected between the content of the two assignments. |