

HUM CORE: EUROPE ANCIENT (2019-2020 Autumn)

Instructor: **Leibundgut, Thomas**
Subject: **CLASSICS**
Catalog & Section: **37 1**

Responses Incl Declines: **16**
Declines: **0**

Click on the number of comments to either expand or collapse comment sections.

Interaction

We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click [HERE \(https://stanforduniversity.qualtrics.com/jfe/form/SV_9QrKQwZHHLlqNE1\)](https://stanforduniversity.qualtrics.com/jfe/form/SV_9QrKQwZHHLlqNE1) to answer one question.

Thomas Leibundgut (16 comments)

Q: During the quarter, about how many hours on average per week did you interact with this instructor in section, class, lab, office hours, and other meetings?

1 4.5

2 1.5

3 4

4 5

5 4

6 5

7 3

8 6

9 3

10 6

11 4

12 4

13 5

14 5

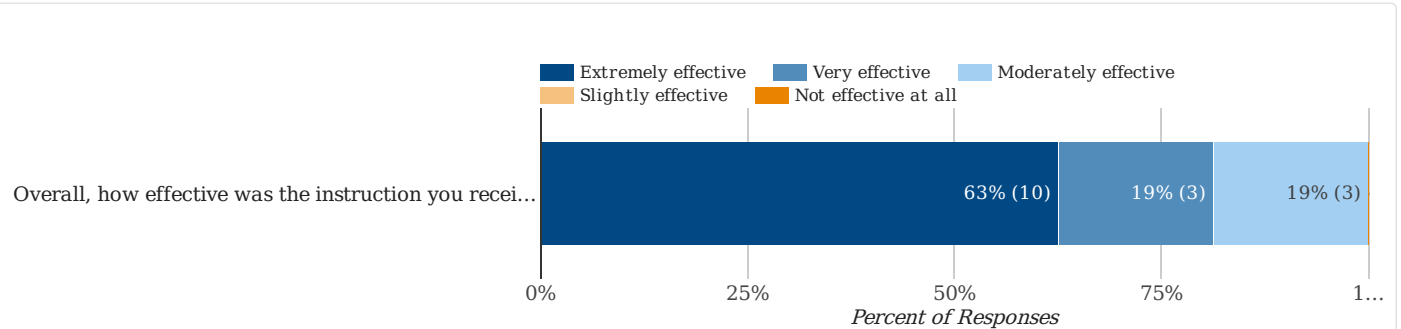
15 4

16 3

Learning and Instruction

Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How much did you learn from this instructor?	16	100%	4.3	5	0.8	50%	31%	19%	0%	0%

Note: 5:A great deal; 4:A lot; 3:A moderate amount; 2:A little; 1:Nothing;



Question	Number of Responses	Response Rate	Course Mean	Course Median
Overall, how effective was the instruction you received from this instructor?	16	100%	4.4	5

Note: 5:Extremely effective; 4:Very effective; 3:Moderately effective; 2:Slightly effective; 1:Not effective at all;

Thomas Leibundgut (14 comments)

Q: What skills or knowledge did you learn or improve from this instructor?

- 1 History
- 2 Gave good feedback on writing
- 3 A lot of info about ancient greece and rome, really put into context the greater works in the class.
- 4 Thomas Leibundgut commands the historical context when presenting to the class. He "sets-the-scene" so to speak before we dive into a work's themes, implications, and questions.
- 5 Learnt about historical background of the texts we read
- 6 presentations on topics related to readings
- 7 -how to read history bifocally
-how to write analytically on literature
-relevant history of Ancient Greece and Rome
- 8 how to look at all sides of an argument and have a nuanced thesis
- 9 Thomas gave good background to the texts, and was always open to providing constructive feedback on assignments.
- 10 Essay-writing skills in the humanities/classics, background research on historical texts
- 11 I appreciated that Thomas took the time to answer my questions in OH. One suggestion that he gave me was to reflect on each text after we read it and think about why it is significant to our class and to our world. While I did not get a chance to do this with every text, I think it is a great suggestion and good practice for a scholar.
- 12 His very responsive feedback on essays helped me gain better writing skills. He also taught us a lot of history relating to the texts we were reading, which was very exciting.
- 13 I started with very minimal knowledge of ancient Greek and Roman history, so I learned a great deal from Thomas' lectures.
- 14 He has a depth of knowledge about the content and communicates it very effectively.

Teaching Feedback

Thomas Leibundgut (26 comments)

Q: What aspects of this instructor's teaching were most helpful to you? (Please type one idea in each box below.)

Aspect 1:

- 1 His clarity. This is my #1 answer. Thomas is very clear with his presentations. And efficient.
- 2 Clear, constructive feedback on writing.
- 3 He was very organized and prepared. His presentations and responses to questions were always great.
- 4 Thomas' command and knowledge of the material he lectured on led to clear, digestible presentations. He clearly prepared extensively for each class, and it paid off in my own ability to follow the material and learn.
- 5 The Power Point presentation were note friendly, and her posted them on Canvas for us to review before exams.
- 6 Good at explaining
- 7 Interesting lectures
- 8 Knowledgeable
- 9 feedback on essays
- 10 Willing to meet outside of class to talk about assignments and give suggestions on papers
- 11 When he led class, he would break us up into groups to discuss. When we would present what we had talked about, he would press us with follow-up questions that took the conversation deeper.

Q: Aspect 2:

- 1 Insightful and provocative comments on responses to readings.
- 2 Extremely open to discussion and makes himself available out of class.
- 3 Thomas asked fantastic questions that always engaged the class discussion.
- 4 He gave constructive feedback on how to improve our writing in our papers on a given passage.
- 5 Guiding the discussion
- 6 Ability to communicate in a manner that was easy to understand
- 7 think through essay ideas
- 8 Knowledgeable and did research beforehand on topics presented during classics
- 9 When he would talk with me in office hours about my questions about the texts and concerns about the class structure.

Q: Aspect 3:

- 1 Thoughtful and cohesive presentations that gave historical context to the readings.
- 2 Very knowledgeable. When asked a question, he would go into a lot of depth.
- 3 The structure of Thomas's lectures was fantastic. He interwove entertaining anecdotes into the material and always ended on a broad, profound note that left me thinking about relevance of the ancient material in modern times.
- 4 Discussion activities
- 5 Overall a chill dude
- 6 I appreciated his thoughtful and clear lectures.

Thomas Leibundgut (10 comments)

Q: How can this instructor's teaching be improved? (Please type one idea in each box below.)

Aspect 1:

- 1 Hard to say. Not sure.

- 2 I would have liked to see Thomas lead more of the class discussions!

- 3 Have some more thorough feedback on exams/papers/etc by explaining what was wrong and how it can be fixed.

- 4 I wish we received a bit more feedback on our writing. I always find feedback really useful, and there were only a few sentences at the end of my paper.

- 5 Clearer directions for the papers would be appreciated.

- 6 more on what his own opinions/thoughts on the material are

- 7 Do more in-class presentations

- 8 Be more flexible when lecturing. I understand that it can be difficult when you break your flow with questions, but I think you need to be a bit more loose with your lectures.

Q: Aspect 2:

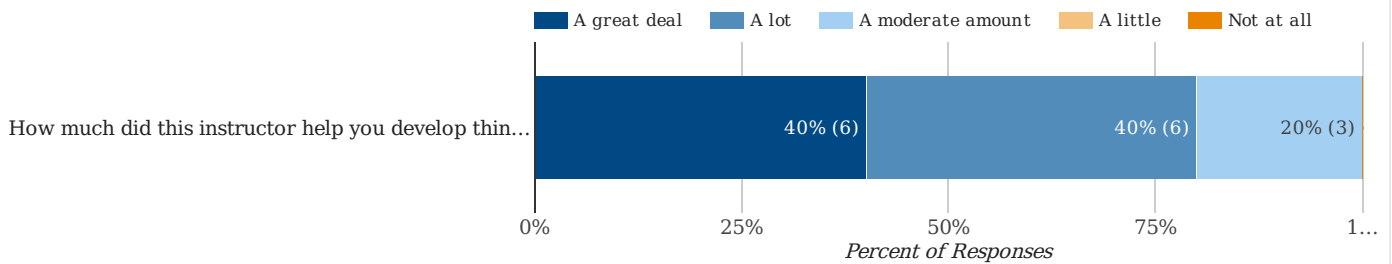
- 1 N/A

Q: Aspect 3:

- 1 N/A

Instructor Added Questions

Closed-ended



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How much did this instructor help you develop thinking skills?	15	93%	4.2	4	0.8	40%	40%	20%	0%	0%

Note: 5:A great deal; 4:A lot; 3:A moderate amount; 2:A little; 1:Not at all;