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Teaching Dossier

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* Sample syllabi, official numerical feedback data sheets, and additional supporting materials available on demand

STATEMENT OF TEACHING PHILOSOPHY

The very first step of teaching philosophy to beginning students is often an unusual one – to explain and justify the practice of the discipline as more than a mere intellectual curiosity. In my experience, the very search for such a justification offers a fantastic opportunity to meaningfully connect my students with the material, get them started on the particular process of inquiry that is doing philosophy, and establish a relationship with them. This is so because doing philosophy well involves personal engagement with a subject matter that is important to everyone: *practically*, as they need to make life decisions; *intellectually*, insofar as they desire to make sense of their world; and *spiritually/ creatively*, as a profound engagement with the sublime. I believe that my biggest strength as an instructor is my capacity to convey the importance of the subject matter by getting students to see its personal relevance and filling them with contagious enthusiasm about their philosophical explorations.

Since I want my students to engage with the questions of philosophy on a personal level, I incorporate learner-centered lessons into my classes that focus more on the development of philosophical thinking skills and their application to problems close to my students' hearts, than on content memorization. My usual classroom persona is one where my role is that of an expert guide in a mutual exploration. As such, I expect (and work hard to encourage) high levels of communal participation from my students by fostering an intellectual community in the classroom that promotes open-minded criticism and encourages its members to build and improve upon the ideas of their student colleagues.

An important part of what I can do, as an instructor, to facilitate such an environment is to tailor the types of activities that go on in my classroom to the specific needs of my student population. Towards that end, I feel that I have gained many productive insights from my wide range of teaching experiences beyond the usual lecture and discussion formats. Teaching Logic to high-school students in intense 7-hour day increments, I have learned to vary instructional activities in ways that alternate between lecturing, group work, games, discussions, “*café philosophe*” discussions, and exploratory personal essays in order to maximize student interest and learning. My experience as a workshop facilitator in the Marshall School of Business' Experiential Learning Center has introduced me to the great potential of experiential learning, and impressed on me the value of incorporating multi-media resources in the classroom. And the two years I've spent teaching argumentative writing skills have given me an appreciation for the many small steps philosophical beginners must take that often go underappreciated, as well as insight about how to help them along. Part of the skill of doing philosophy is to organize and communicate complicated ideas clearly, but philosophy classes very rarely teach the skills helpful towards that end these ends such as techniques for brainstorming, thesis-formation, structure control, and developing an argumentative narrative. Neither are philosophers, themselves, typically trained in teaching or practicing these skills. While students may eventually acquire these skills informally, I believe that there is tremendous benefit in explicitly teaching some of these skills early on as an integral part of *doing* philosophy.

While clear, well-organized, and interesting lectures are fundamental to good undergraduate education, I believe that more students can be reached if such lectures are supplemented with other learning opportunities. I look forward to a continual exploration of how to

engage students with material as one of the great creative challenges of teaching. Most recently, I have been attempting to do this by applying elements from my dissertation research in the development of experiential Business Ethics workshops for undergrads and MBAs. By placing students as decision-makers within an immersed narrative in a multi-media environment, I am attempting to make business students better ethical deliberators (and hopefully better people) with tasks designed to help them distinguish different types of ethical considerations and effectively engage the real-world conflicts that occur between them.

Merleau-Ponty once described doing philosophy as something which involves an attitude of *wonder* at the world that is born out of the recognition of the deep tensions that exist in some of our most fundamental beliefs. To me, cultivating such wonder into a rich personally fulfilling investigation is what makes philosophy worth practicing on the deepest levels. It is the introduction to an approach of considering the sublime that may also be what makes it tremendously enjoyable for me to teach it – and the effort has been rewarded by consistently high teaching evaluations. It is also something that I look forward to sharing with others as a mentor. A few years ago, I volunteered to run the USC Philosophy department's monthly TA workshops, and over two summers (with the Center for Talented Youth) I had the wonderful new pleasure of mentoring my TA (a graduate student from another university) to the point where he was offered a summer instructor position in the program. These seem to me but a taste of things to come, and I look forward to the full Ponty.

COURSES PREPARED TO TEACH

Introductory Level

Introduction to Philosophy, Introduction to Ethical Theory, Contemporary Moral and Social Issues, Death and Immortality, Philosophy of Religion, Philosophy of Mind, Early Modern Philosophy, Critical Thinking, Introduction to Logic, Social Ethics in Science Fiction.

Advanced Undergraduate Level

Business Ethics, Marketing Ethics, Bioethics, Medical Ethics, Ethics of Technology, Ethical Decision-Making, Business Ethics, Political Philosophy, Metaethics & Value Theory, The Meaning of Life, Existentialism, Nietzsche, Philosophy of Emotions, Philosophy of Law, Obligations in Time and Space, 20th Century Ethics.

Graduate Seminar Level

Moral Disagreement, Supererogation, Virtue Ethics, Politics and Religion

COURSES TAUGHT AS INSTRUCTOR

Medical Ethics

University of Southern California

This course examines ethical challenges relating to central issues in the practice and distribution of medical care. Mindful of both theory and application, we look at issues involving informed consent, end-of-life decisions, reproductive technologies, patient autonomy, resource allocation, and emerging technologies.

Spring 2010

Writing and Critical Reasoning

University of Southern California

This course focuses on analytical and argumentative writing skills requisite to academic and professional writing. It emphasizes logical analysis of texts and other data, effective use of evidence, ethical argumentation, and stylistic and grammatical fluency. It also requires concurrent enrollment with an affiliated general education course in the social issues category.

Fall 2005 (Affiliated with Introduction to Political Science)

Spring 2006 (Affiliated with Contemporary Moral and Social Issues)

Fall 2006 (Affiliated with Religion and Ethics)

Spring 2007 (Affiliated with International Relations)

Philosophy and the Emotions

California State University, Los Angeles

This course introduces student to questions in the philosophy of emotions. It examines claims about the physiological and psychological constitution of emotions. With these empirical claims in mind, it then investigates various philosophical theories about the nature of “emotion” and its relationship to reason, motivation, and action. General theories of emotion are then applied in examination of specific emotions and their relation to morality.

Spring 2005

Bioethics

John Hopkins University, Center for Talented Youth

This course examines ethical issues arising from the biological and medical sciences. Among the topics examined are: abortion, euthanasia, genetic engineering, cloning, and the rights of non-humans. Larger background issues, such as the notion of human progress and of better and worse human being, are also examined.

Summer 2009: 3-week intensive session

Logic Principles of Reasoning

John Hopkins University, Center for Talented Youth

This course introduces students to logic as a tool for the critical analysis of arguments. The course encompasses informal logic—the process of analyzing language-based arguments—and, to a lesser extent, formal logic—the method of analyzing and validating arguments by means of symbolic notation. Students learn to produce sound arguments and to differentiate valid from fallacious reasoning. They apply these skills to texts such as Plato’s *Trial and Death of Socrates*, presidential speeches, and newspaper editorials. Students participate in discussions, work problem sets, and construct

arguments relevant to current topics in both philosophy and modern society, substantially strengthening their reasoning and critical thinking skills.
Summer 2003, Summer 2004, Summer 2006, Summer 2007

COURSES TAUGHT AS TEACHING ASSISTANT

Political Philosophy Honors Course

University of Southern California

Taught as a part of the University's general education honors program, this Thematic Option course focuses on some of the central questions of political philosophy: What, if anything, makes a government legitimate? Do we have a general moral obligation of some kind to obey the laws of our government? When, if ever, are we morally permitted to break the law? The course focuses on four classic philosophical responses to these questions and the challenge of their application in a shrinking and technologically changing world.

Spring 2008 :: Instructor: Sharon Lloyd

Social Ethics for Earthlings and Others

University of Southern California

A systematic study of contemporary issues in social and political philosophy engaging works of science fiction from multiple mediums to illuminate classic Western moral and political theories.

Fall 2007 (Head TA) :: Instructor: Sharon Lloyd

Theoretical Models of Leadership

University of Southern California

Examine classical political theorists and their thoughts on leadership: Aristotle, Machiavelli, Hobbes, and Mill. Then, consider contemporary thought on the qualities of leadership and examine the exemplification of leadership qualities in distinguished figures in American History.

Spring 2004 :: Instructor: Sharon Lloyd

Philosophy of Law

University of Southern California

Examination of some of the major classical and contemporary theories of the nature and functions of law and of its relation to morality.

Fall 2003 :: Instructor: Gideon Yaffe

Contemporary Moral and Social Issues

University of Southern California

Briefly examine contemporary ethical theories: Utilitarianism, Kantianism, Virtue Ethics, Ethics of Care, Natural Law, and Natural Rights. Then, consider the application of these theories to problems such as euthanasia, abortion, affirmative action, economic justice, animal rights, environmental ethics, death penalty, war and terrorism, and sexual morality.

Spring 2003: Instructor: Stephen Finlay

Death and Immortality

University of Southern California

Review historical and contemporary philosophical literature and standard analyses of issues relating to death: the mind/body problem, the meaning of life, and the possibility or impossibility of the continuation of personal existence after death.

Fall 2002 :: Instructor: Dallas Willard

ETHICS EDUCATION

Research Associate

USC Levan Institute for Humanities and Ethics

May 2009 – Present

- o Developed the USC Levan Online Ethics Resources Center. The center aims at encouraging ethics education across the curriculum and contains resources primarily, but not exclusively, for faculty who wish to integrate lessons on ethics into their classroom. It includes: Lesson-supporting materials (short moral dilemmas, case studies, videos, audio/video podcasts, ethics newsletters, ethics rss feeds), ready-made Lesson plans and course syllabi, teaching ethics advice, university and professional codes of ethics, advice regarding the construction of a good code of ethics, and research on moral development and decision-making.
- o Organize monthly multi-disciplinary students ethics discussion with guest panelists (Levan Coffeehouse Discussion on Practical Ethics)
- o Assist in organization of a wide-range of ethics-related events across the curriculum
- o Advice and support faculty on teaching ethics across the curriculum
- o Manage the Levan Institute website
- o Create email blasts, posters, and advertisements for Levan Institute Events
- o Manage two graduate interns

WORKSHOP DEVELOPMENT AND FACILITATION

Workshop Developer

Marshall School of Business, USC

Summer 2007 – Present

Experiential Learning Center

I am currently in the process of developing a series of multimedia driven, Business Ethics workshops for the Marshall School of Business. As with my research, I place particular focus on students' appreciation for the variety of ethical considerations and perspectives.

- o Substantially revised and reoriented flagship business ethics workshop (“*Dangerous Business*”) based on a case-study dealing with industrial pollution and worker injury to place greater emphasis on the differing ethical perspectives and considerations applicable to various stakeholders, as well as on the differences between legal requirements, moral requirements, and ideal ethical behavior. The workshop is now a required component of an orientation program attended all MBA students.
- o Developed an original experiential workshop (“*Confidential Communication*”) on International Business Ethics. The workshop focuses on censorship and privacy concerns as experienced by multi-national corporations operating in culturally diverse nations with significantly different political, legal and social pressures. Students work

in groups that can either compete or cooperate with one another as they attempt to resolve immediate problems and develop long-term strategies that attend to these types of ethical challenges. The workshop is currently being used by an upper division course on Global Leadership in the Marshall School of Business.

- Developed an original multimedia experiential workshop (*“Moral Persuasion”*) on Marketing Ethics with the dual-purpose of introducing students to major issues in marketing ethics and helping them improve their ethical reasoning skills. The workshop briefly introduces students to ethical theory; aims to improve moral sensitivity; helps them recognize various types of ethical concerns and consider how to they could begin to think through various conflicts between personal, ethical, and economic considerations; and asks them to think of the virtues of a good marketer.

- Substantially reoriented an exercise focused on an employee compensation decision in order to allow students to examine various notions of fairness and strategies for dealing with conflicts between them in the context of an employee compensation decision. (*“Fair Compensation Decision”*)

- Substantially revised and expanded upon a business ethics workshop that challenges students to develop and apply general moral principles across a range of business situations. As a part of the exercise, students examine their ethical assumptions, as well as differences in the ethical assumptions and rationalizing principles of others. (*“Where Should We Draw the Line?”*)

- Prepared multi-media materials for workshops – researching, gathering and editing videos clips, images, and supporting documents.

Facilitator/Trainer
Spring 2003 – Present

Marshall School of Business, USC
Experiential Learning Center

Ranked as one of the top training facilities in the nation, the Experiential Learning Center is designed specifically to facilitate learning by doing in an academic environment. The Center provides students with structured experiences that enable them to gain a greater and more comprehensive understanding of theories and their application. As a facilitator I have conducted multimedia driven experiential workshops on the following topics:

- identifying various ethical considerations and perspectives in business contexts
- ethical deliberation and problem solving
- the effect that values, norms, and behaviors have on cross cultural interactions
- cultural sensitivity and awareness of the communication barriers between cultures
- organizational communication processes
- group problem solving and decision-making
- power dynamics in organizational decision-making

MULTIMEDIA EDUCATION

Lost University – “Professor”

ABC

2009

Lost University is a fictitious university that offers courses on content relevant to the popular ABC show *Lost*. Produced as a “special feature” for the Season 5 Blue Ray collection, Lost University’s “courses” bring *Lost*-related subjects to the TV screen. Fans enroll in courses, have “homework”, take quizzes, get credit, and finally graduate when they’ve accumulated enough units. Subjects range from moral philosophy to physics to iconography and foreign languages. (see <http://www.lostuniversity.org/>)

Clips of me speaking on various ethical issues relating to the philosophers and problems of *Lost* were edited to be used as short clips in Lost University’s Philosophy courses. The other philosophy professors are Sharon Lloyd and Steve Finlay – both of the USC School of Philosophy.

ETHICS PEDAGOGY PRESENTATIONS

Starting and Structuring an Online Ethics Resource Center *(co-presenting with Dr. Lyn Boyd-Judson)*

Association for Practical and Professional Ethics, 19th Annual Meeting
(Cincinnati, Ohio)
Scheduled for March, 2010

Teaching Resources for Ethics Across the Curriculum *(presenter and co-organizer)*

Faculty Workshop on Teaching Ethics (USC)
January, 2010

Bringing Ethics into the Classroom: the ABC’s of IOUs *(presenter and co-organizer)*

Faculty Workshop on Teaching Ethics (USC Marshall School of Business)
June, 2009

PEDAGOGICAL TRAINING

Theory and Practice in Teaching Expository Writing Seminar

USC Writing Program

Fall 2005

Pedagogical application of rhetorical and linguistic theory to teaching university-level expository writing. Accompanies supervised teaching. The seminar focuses on forming lesson plans, organizing a course, assessment, student communication, assignment creation, and on the creative variance of classroom activities.

Future Professoriate Program A & B

USC

Fall 2007, Spring 2008

The purpose of this year-long interdisciplinary professionalization program of USC’s

Center for Excellence in Teaching and its Faculty Fellows is to prepare doctoral students and postdoctoral fellows considering higher education careers to become leaders in their professions. It offers a systematic, research-based approach to understanding the expectations and demands of teaching with purpose, research with visible accomplishment, and service with effectiveness, all aspects of a distinguished career as a professor.

TEACHING-RELATED SERVICE

TA Mentor

USC College of Letters, Arts, and Sciences

Summer 2007

Taught two-day training workshop for incoming TAs focusing on syllabus creation, lesson organization, TA-student relations, grading, and in-class presentation.

TA Workshop Coordinator

USC School of Philosophy

2003 - 2004

Managed and ran the USC School of Philosophy TA Workshops, a monthly workshop focused on successful techniques for teaching philosophy. Organized the workshop structure, selected topics for presentation and open discussion, and invited guest faculty to share their teaching experiences.

NUMERICAL TEACHING FEEDBACK: SUMMARY

Class	Semester	My overall rating (5 point scale)
Political Philosophy Honors Course (TA)	Spring 2008	4.38
Ethics for Earthlings and Others (TA)	Fall 2007	4.86
Writing 140 (Instructor)	Spring 2007	4.09
Writing 140 (Instructor)	Fall 2006	3.92
Writing 140 (Instructor)	Spring 2006	4.67
Writing 140 (Instructor)	Fall 2005	4.79
Theoretical Models of Leadership (TA)	Spring 2004	3.91
Philosophy of Law (TA)	Fall 2003	4.69
Contemporary Moral and Social Issues (TA)	Spring 2003	4.49
Death & Immortality (TA)	Fall 2002	4.58
My USC rating average		4.44
Philosophy of Emotions (Cal State LA)	Spring 2005	1.73 (1.64 department mean)

* Original data sheets on pages 19 - 32

UNEDITED QUALITATIVE STUDENT EVALUATIONS

Below is the complete and unedited set of written student feedback for the discussion sections I taught in the Fall of 2007. The course, *Ethics for Earthlings and Others*, was taught as a new general education course in social ethics by Professor Sharon Lloyd.

1. *What were this instructor's main strengths?*

Assertive about subject material, open minded, pushes you to think as far as you can on specific subjects, relates well to students.

How might this instructor improve his or her teaching effectiveness?

Not a whole lot, maybe more breaking into groups.

Additional Comments.

I really enjoyed working with Shlomo and hope to again.

2. *What were this instructor's main strengths?*

He was enthusiastic and knowledgeable about the material and conveyed it in a helpful manner

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

3. *What were this instructor's main strengths?*

Enthusiasm about the topics, engaging the class in discussions, knowing/explaining the information, caring about students' success, holding extra review sessions/being available for further questions/discussion.

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

4. *What were this instructor's main strengths?*

He is extremely enthusiastic and knowledgeable about the subject matter. The real world examples he used made it easy for students to relate to the material.

How might this instructor improve his or her teaching effectiveness?

The grading system needed improvement and more feedback would have been useful.

Additional Comments.

No Response

5. *What were this instructor's main strengths?*

Enthusiastic about course and subject matter. Also, really enjoyed teaching and communication with students. Very accessible and approachable. Good at reviewing – made overall topics clearer.

How might this instructor improve his or her teaching effectiveness?

While he was great overall and gave a good big picture, just some more experience could help. Obviously a young teacher, which can be good, but sometimes unclear on specific and subtle points, at least relative to Professor Lloyd.

Additional Comments.

Overall, great. Would recommend and would take another class.

6. *What were this instructor's main strengths?*

He was excited about the material and about conveying it to the students and made himself excessively available to them because he enjoys it.

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

7. *What were this instructor's main strengths?*

He was really enthusiastic, encouraging, yet challenging, creative and engaging and was extremely approachable.

How might this instructor improve his or her teaching effectiveness?

Maybe by doing more creative activities

Additional Comments.

He was great and I loved the discussion section

8. *What were this instructor's main strengths?*

Shlomo was extremely enthusiastic about the subject matter and went above and beyond to make sure his students understood it and were successful

How might this instructor improve his or her teaching effectiveness?

By providing more feedback on assignments

Additional Comments.

No Response

9. *What were this instructor's main strengths?*

Very enthusiastic and fun, but was almost always on topic at the same time

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

10. *What were this instructor's main strengths?*

Very clear and straightforward in answering questions but always also supports students in coming to their own conclusions, intelligent, open-minded, tries to understand what students are trying to explain even when it's not clear.

How might this instructor improve his or her teaching effectiveness?

I thought he was a fantastic TA and I can't think of any improvements he should make

Additional Comments.

No Response

11. *What were this instructor's main strengths?*

Shlomo was very knowledgeable about the subject and was sincerely interested in the topics addressed in this class. He was able to convey complex ideas in simple terms and clarify things that we did not understand from lecture.

How might this instructor improve his or her teaching effectiveness?

Shlomo could perhaps have a more regimented grading system. His grades sometimes appear to be arbitrary.

Additional Comments.

No Response

12. *What were this instructor's main strengths?*

Very approachable and interesting to learn from.

How might this instructor improve his or her teaching effectiveness?

His grading is confusing

Additional Comments.

Fun guy

13. *What were this instructor's main strengths?*

He is very knowledgeable about philosophy, and was enthusiastic about teaching it. He encouraged us to think.

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

14. What were this instructor's main strengths?

Shlomo was able to articulate yet simplify every theory presented in class. He always seemed a step ahead of the discussions, prodding for more and fueling a deeper discussion.

How might this instructor improve his or her teaching effectiveness?

More visual presentation

Additional Comments.

No Response

15. What were this instructor's main strengths?

Enthusiasm, clear explanation, encourages class involvement

How might this instructor improve his or her teaching effectiveness?

Use different teaching materials

Additional Comments.

No Response

16. What were this instructor's main strengths?

Very good communicator and critical thinker. Passionate about subject and his energy rubbed off on students. Discussion solidified what we learned in lecture. Good feedback on assignments.

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

17. What were this instructor's main strengths?

Accessible, clear and concise teaching method, personable.

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

Excellent T.A.

18. *What were this instructor's main strengths?*

He proved to be very knowledgeable on the topic and was able to assist the students in understanding the material.

How might this instructor improve his or her teaching effectiveness?

He may try to use the professor's notes as well, although he showed he knew all the information in depth.

Additional Comments.

Great help to the class and is much appreciated

19. *What were this instructor's main strengths?*

Cared about students. Passionate about subject. Reasonable.

How might this instructor improve his or her teaching effectiveness?

More effective use of chalkboard? Organization

Additional Comments.

No Response

20. *What were this instructor's main strengths?*

Very enthusiastic and knowledgeable about the subject matter; genuinely wanted to help us do well by hosting extra review sessions

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

21. *What were this instructor's main strengths?*

He was really, is really, enthusiastic about philosophy. He took really detailed notes in lecture and relayed them to us with really good discussion questions. I think he's awesome. Also he was available by email and outside class, which was very helpful. Shlomo is a people person.

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No... he's really just wonderful

22. *What were this instructor's main strengths?*

He was comprehensive, cogent, and clear about what we were learning

How might this instructor improve his or her teaching effectiveness?

Encourage argument

Additional Comments.

Loved the class

23. *What were this instructor's main strengths?*

Very approachable, good at explanations, keeping students' attention / making things in class interesting

How might this instructor improve his or her teaching effectiveness?

Could improve handwriting, but mine sucks too.

Additional Comments.

Wish he wouldn't grade as hard in the papers for a beginning philosophy course.

24. *What were this instructor's main strengths?*

Explaining in detail concepts, made sure everyone understood and found ways to make it understandable if it wasn't, enthusiastic about the topic, made discussions interesting.

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

25. *What were this instructor's main strengths?*

Enthusiasm, knowledge, relatable

How might this instructor improve his or her teaching effectiveness?

More time

Additional Comments.

No Response

26. *What were this instructor's main strengths?*

Enthusiastic about course material, highly knowledgeable, and willing to help students understand subject matter and highly accessible to discussion of topics and questions.

How might this instructor improve his or her teaching effectiveness?

No Response

Additional Comments.

No Response

27. *What were this instructor's main strengths?*

Articulation; clear condensation of subject matter that was introduced in lectures.

How might this instructor improve his or her teaching effectiveness?

Mix it up more. Make the discussion more engaging – music in the 2nd to last week effective.

Additional Comments.

Good T.A.: fulfilled the Head T.A. job very well -> maybe was a harder grader than the other T.A.s

28. *What were this instructor's main strengths?*

Shlomo was very good about being receptive and open-minded to students. He cares about students and their work and gives good, constructive feedback on all assignments. He encourages discussion in class and is always available during office hours. He also responds quickly to emails.

How might this instructor improve his or her teaching effectiveness?

Great personality and very knowledgeable!

Additional Comments.

One small thing would be that Shlomo could put up notes on the board before class starts to save time because we always seem to run out of time for discussion. Otherwise, Shlomo was very effective.

29. *What were this instructor's main strengths?*

Shlomo is the most helpful and most experienced TA that I have when talking to fiends with other TAs it is apparent that he prepares us best out of all the other TAs.

How might this instructor improve his or her teaching effectiveness?

I feel that because he had to work around certain parameters he was not able to do certain things that he wanted to do, thus rendering him less effective than he wants to be.

Additional Comments.

Shlomo is great! He should teach a class of his own.

30. *What were this instructor's main strengths?*

Was very clear and understood the material completely. Was great at getting us to think. Very personable and cared that we understood the material.

How might this instructor improve his or her teaching effectiveness?

Better use of the white board, but really, nothing much.!

Additional Comments.

Best TA I've gotten so far.

30. *What were this instructor's main strengths?*

Was very clear and understood the material completely. Was great at getting us to think. Very personable and cared that we understood the material.

How might this instructor improve his or her teaching effectiveness?

Better use of the white board, but really, nothing much!

Additional Comments.

Best TA I've gotten so far.

31. *What were this instructor's main strengths?*

He was always accessible: before class, after class, and through email. He found ways to engage the students and present the material in the best light. He really encouraged input from the whole class.

How might this instructor improve his or her teaching effectiveness?

I honestly can't think of any.

Additional Comments.

Thumbs up

32. *What were this instructor's main strengths?*

Shlomo's main strengths revolved around the way he conveyed large conceptual theories in a clear and effective manner. While you never know what you are going to get with TAs, Shlomo was probably the most educated and knowledgeable TA I will get at USC.

How might this instructor improve his or her teaching effectiveness?

Well, maybe Shlomo could use more visual aids when he gets his own class, but besides that I don't know how he can be more effective.

Additional Comments.

Awesome!
