



# Teaching Assistant Report for GOVT E-1035 Money, Markets, and Morals (25941) Jordan Kokot

Project Title: **Harvard Extension School Course Evaluations Spring 2023**

Instructors Audience: **63**  
Responses Received: **34**  
Response Ratio: **54%**

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## Report Comments

### *Information about this report:*

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

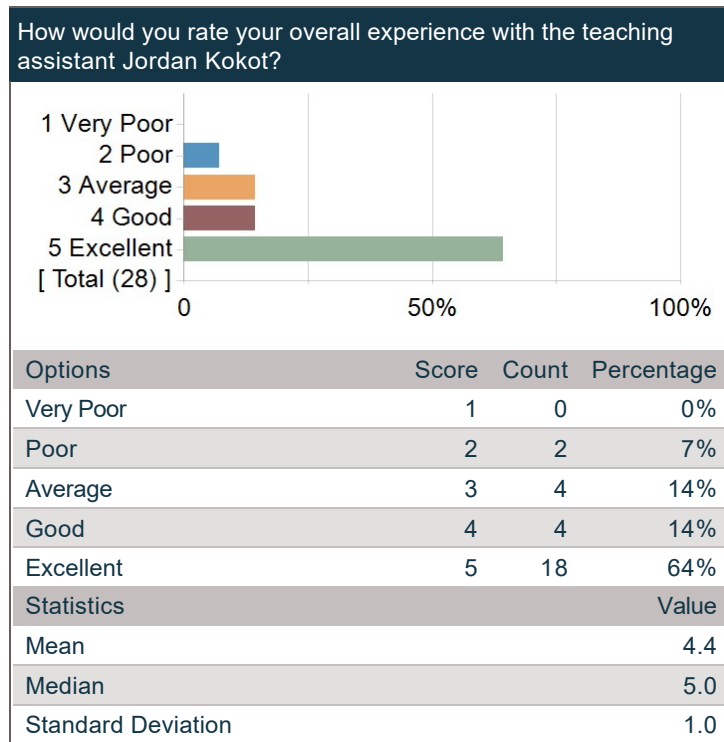
Questions on this report can be addressed to  
Mark Lax  
Director, Academic Operations  
(617) 998-8491  
[evals@extension.harvard.edu](mailto:evals@extension.harvard.edu)

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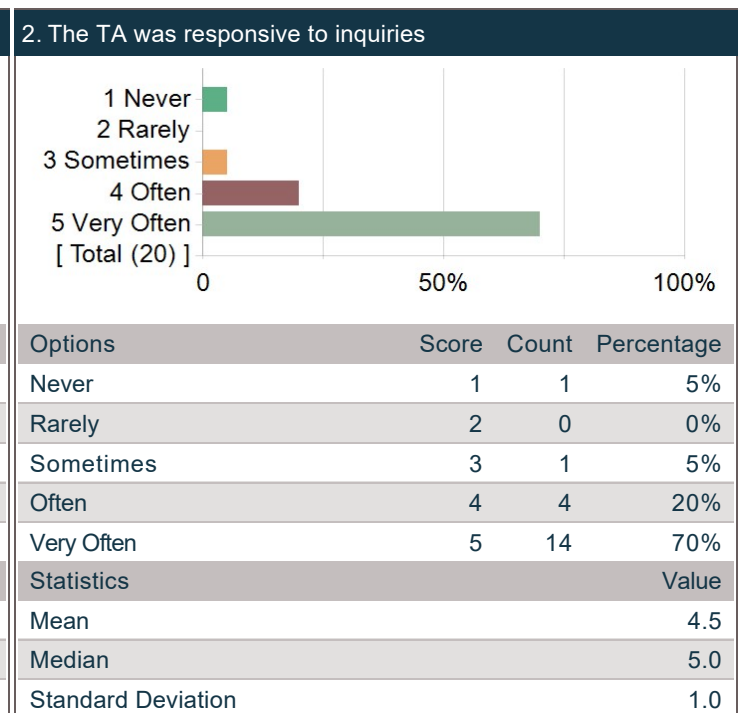
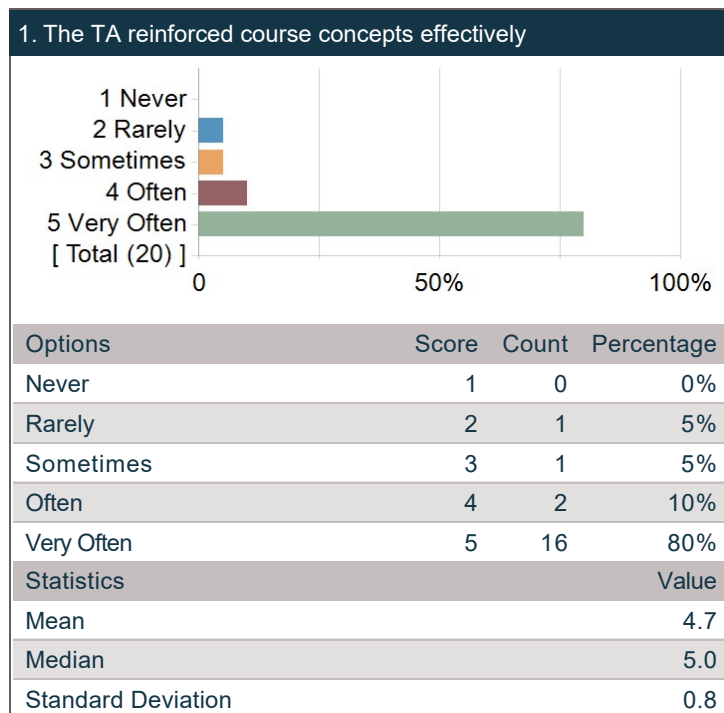
Creation Date: **Wednesday, August 16, 2023**

## Teaching Assistant Questions

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



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.")



## Comments about the Teaching Assistant

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

Comments
N/A
Jordan leads the peer groups in a way that promotes both discussion and questioning your own position. His feedback on assignments is thorough and helpful.
Jordan was excellent at keeping us on topic during discussions.
NA
Clarify terms and factual questions.
Weekly sections were great. Jordan is able to direct conversations and answer questions.
Jordan led sections with a friendly attitude. He was also strangely attractive for a philosopher.
Did not work with Jordan.
understanding and good grader
No basis for judgment.
Jordan clearly knows his stuff. He added a lot of context, particularly around the philosophers.
Provided excellent feedback ... answered all comments, concerns, and questions with ease !!!
Jordan was very knowledgeable of the subject and often helped clarify points from the readings. He asked good questions to challenge students.
N/A
Not applicable
Jordan is very responsive. I appreciated his communication skills.
Jordan also gives incredible feedback on our writing. I really valued how he critiqued apart my moral writing. It's rare that a TA gives such consistently thought-provoking feedback that makes me question the very foundations of my arguments. After reading his comments, I would then reflect upon my own piece with fresh eyes. I wish we could have rewritten one as an exercise/assignment!
Jordan Kokot, PhD was available regularly by appointment, email, and when needed to answer questions about the course.
not much basis for judgment
He was very reachable and non judgmental and helpful
Jordan was amazing. He was friendly and highly engaged with his students. He even offered to stay after class to discuss further.
I didn't interact with Jordan
no basis for judgement
Instructors were attentive to participants' interests and used sufficient time to answer questions.
I did one session with him and he was good.
Jordan was good overall. He knew the material and general philosophy background well, and organized the section meetings reasonably.
I did not engage with Jordan this semester. He was not my assigned TA.

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

Comments
N/A
Nothing comes to mind.
Nothing
NA
Lead the discussions with a much firmer hand. I felt the discussions often drifted into the irrelevant.
Longer sections.
Jordan's feedback on my work was not helpful. It also seemed like he was grasping at straws when critiquing my work. I would have loved to go over my moral dilemmas with him over a call.
N/A

Comments
na
No basis for judgment.
Just knowing a bit more about the logistics of the class – assignment parameters, etc.
No complaints ... excellent !!!
<p>Jordan has a lot of room to grow. He never provided any guidance on what was expected for written submission: no rubric, no tips or strategies, nothing. His feedback provided no understanding of why he graded the way he did; he took what felt like cheap potshots by giving obvious counter arguments, but never explained how that was supposed to be helpful in improving a 200 word submission that is supposed to be arguing for only one point of view. And boy does he have an immature, nervous, bullying reaction if you call him out on it. I asked him how to improve my grade and instead of saying "Oh, here are the things that I took deductions for so you can improve yourself," he gave me a lecture on how grades aren't the point (then don't grade me, or make the grades actually reflect whatever you think the point is) and that it offends him when students ask that (then maybe explain your grading decisions so I don't have to ask, or just grow up and explain what you're doing). Clearly he wasn't interested in helping me improve. Discovering that after the very first written submission killed my enthusiasm for the course and really gave me bad feeling about him, the course, Professor Sandel, this program, and Harvard in general, which is never what a student should be feeling.</p> <p>Grading was glacially slow, too. By the time the course ended, only two of five written submission had been graded. No midterm participation grade was ever submitted.</p> <p>Class discussion consisted too much of Jordan talking and not enough group discussion. Jordan struggled to control students who wandered off on tangents or couldn't make succinct arguments. Section discussions also tended to lag behind the readings and assignments, so they weren't helpful in forming ideas and concepts relevant to the expected submissions. These things combined made sections a lot less useful than they should have been.</p> <p>Hopefully he will appreciate this feedback and work on improving it. I could have just given him deductions on his grade and then been upset if he asked what he could improve.</p>
N/A
I can tell Jordan is a very busy TA, but it would have been nice to get my feedback for my assignments back a bit earlier. The feedback itself was exceptional, just a bit late.
N/A
not much basis for judgment
Nothing, he was great cute.
I wish he paired us in groups for discussions. It would allow for each person to express their views.
N/A
no basis for judgement
He should have spent 2 hours a week for each section as the lecture content was very limited.
The time allocation of the sections could be improved, but only slightly. More students would be able to express their opinions if the topics of discussion were presented in advance, or if the basic points of the discussion were written by the students in the chat before starting the debate.
He talks super fast! I would try to slow down a bit. But he was great.
He sticks to representing very conventional philosophical arguments and his meetings are structured too rigidly. We rarely got to the point of genuinely thought-provoking discussion, which is the main thing I'm after in a philosophy class meeting. Compared to other philosophy professors and TAs, his followups are more about recitation of a standard philosophical viewpoint rather than deeply probing students to get at something difficult. I don't feel that this is entirely up to the Harvard standard, but he can get there if he restructures his section meetings to go for depth instead of breadth, and thinks more deeply about his individual responses instead of operating on autopilot.
N/A