



Dear Professor Michael Sands:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for INTRODUCTION TO LOGIC(PHIL-0500).

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 5 equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

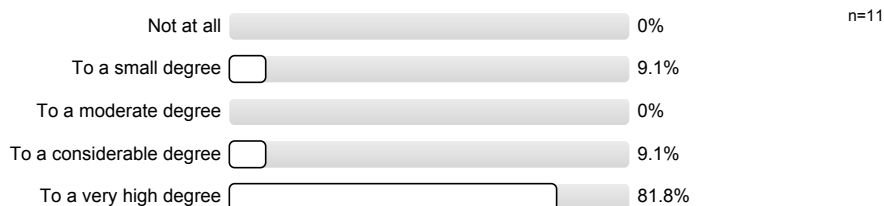
Office of Measurement and Evaluation of Teaching (OMET)

Professor Michael Sands
 INTRODUCTION TO LOGIC(PHIL-0500)10482-2131
 Fall 2012
 RESPONDENTS = 55% OF NUMBER REGISTERED

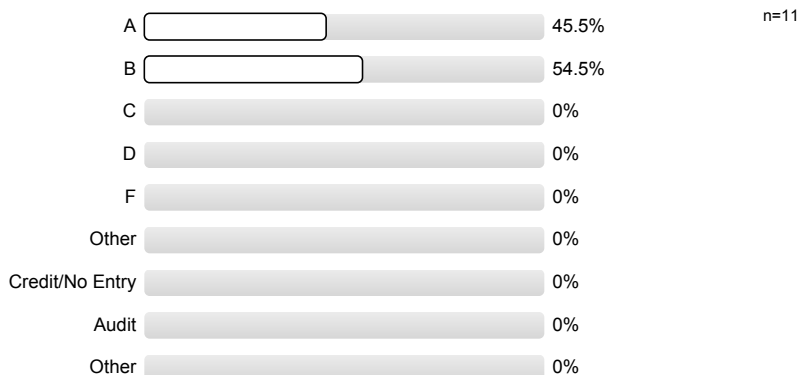


1. SELF RATINGS

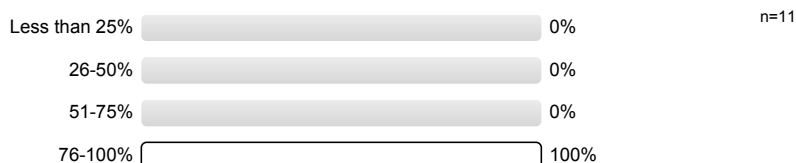
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in this course?

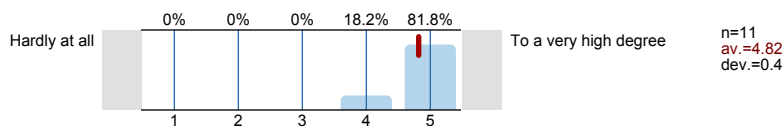


1.3) What percent of the recitations did you attend?

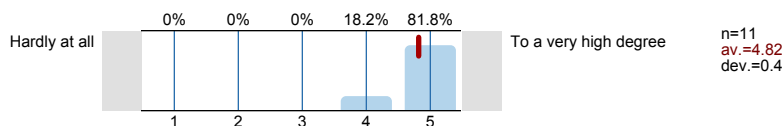


2. RECITATION INSTRUCTOR TEACHING EVALUATION

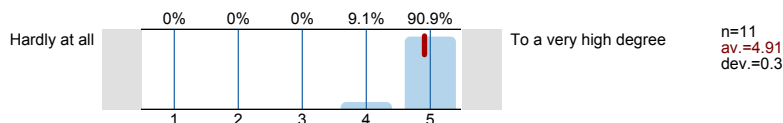
2.1) The recitation instructor was well-prepared for the recitations.

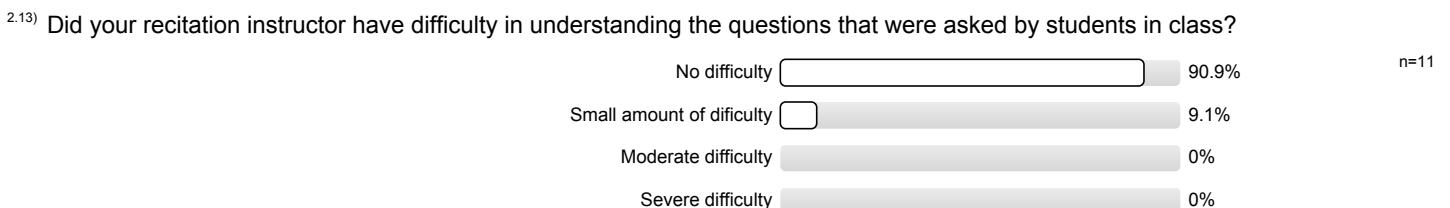
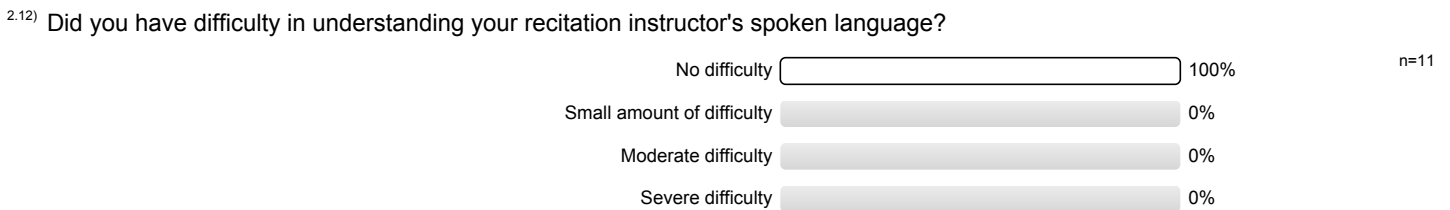
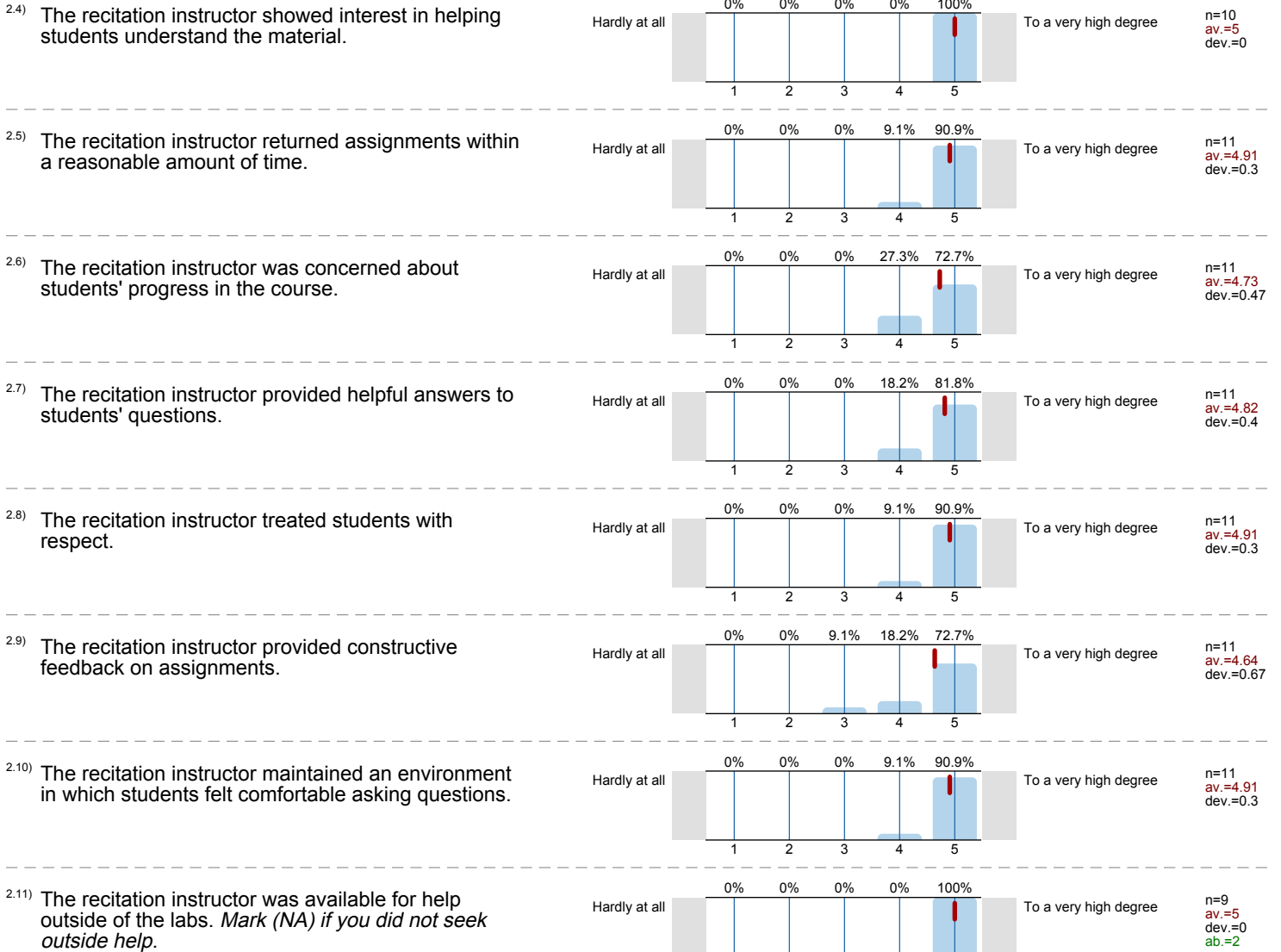


2.2) The recitation instructor appeared knowledgeable about course subject matter.



2.3) The recitation instructor clarified material covered in course lectures.





2.14) Would you recommend this recitation instructor to other students who are going to take this course?



3. RECITATION COMMENTS

3.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- Everything. Michael Sands is by far the best instructor I've ever had, and I'm not just blowing smoke up the ass. He always made sure everyone fully understood anything they were confused about. His demeanor and attitude made the environment inviting and encouraging for all to participate. He came in, guns hot, every time, with the knowledge to back it up. Plus he got all our names down in like one class. I mean seriously, the guy is good.
- He goes over all of the material that we have questions on from the lecture that week, which is extremely helpful. In addition going over the questions from the homework is also beneficial. I also like how he will give us strategies and guides that help us on the test and ways to remember certain things.
- I have been recommending Professor Sands to all of my friends who are looking to take Intro to Logic in the coming semesters because he has been an incredible resource for me this semester. He has met with me almost every time I have needed his help, sometimes making appointments on 4 out of 5 weekdays. His kind attitude and abilities as an instructor have amazed me and I could not recommend him more highly.
- Michael was very prepared for any questions that might come up during class and always gave an answer that helped to clear up any doubts. Excellent instructor.
- Overall good guy who knows what he's doing. Taught us as many tricks as he could in trying to solve problems.
- Overall, the best TA I have ever had! Great enthusiasm and demonstrated superb knowledge of the material. Took great pride in his role as TA and more specifically in providing assistance to his students. Held a strong desire in helping all of his students succeed. I got the impression he enjoyed being in front of the class, it was more than just meeting a grad requirement. Overall fantastic job!
- Very good at answering questions, even when you weren't sure and had to get back to us. Also very good at being available whenever a student had questions outside of class and office hours.
- You are the best TA I have ever had. I have learned more in recitation than I have in the class. You are extremely patient and very good at explaining concepts. You also know how to explain things in more than one way so that no matter what, I can eventually understand the concept.
- Your enthusiasm was great, it made recitations entertaining. Learning everyone's name also made it more interesting and made the environment more comfortable for asking questions and contributing.

3.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- It was good. Don't lose your enthusiasm.
- N/A
- None
- Nope.
- Not hit his head off of the lamp. Sike! But no, you couldn't have done better.
- On the first day the recitation met, Professor Sands asked us all to tell the class our name, major, and one funny story about ourselves to help us remember each other's names by associating it with something specific. In the future I would reconsider this tactic because, personally, I spent so much time trying to think of a funny story that I ignored what everyone else was saying, and, as such, know very few people's names.
- One thing I would like to see is perhaps hold the recitations before HW assignments are due. Many of the questions I had on HW assignments were covered during the recitation, but I had already submitted the assignment. I understand the recitation is not meant as a time for the TA to do the HW for you, but I think it would be beneficial for students to cover some specific HW problems before the assignments are due.

Profile

Subunit: A&S-PHILOSOPHY
 Name of the instructor: Professor Michael Sands,
 Name of the course: INTRODUCTION TO LOGIC(PHIL-0500) (10482-2131)
 (Name of the survey)

2. RECITATION INSTRUCTOR TEACHING EVALUATION

2.1) The recitation instructor was well-prepared for the recitations.	Hardly at all								To a very high degree	n=11 av.=4.82
2.2) The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all								To a very high degree	n=11 av.=4.82
2.3) The recitation instructor clarified material covered in course lectures.	Hardly at all								To a very high degree	n=11 av.=4.91
2.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all								To a very high degree	n=10 av.=5
2.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all								To a very high degree	n=11 av.=4.91
2.6) The recitation instructor was concerned about students' progress in the course.	Hardly at all								To a very high degree	n=11 av.=4.73
2.7) The recitation instructor provided helpful answers to students' questions.	Hardly at all								To a very high degree	n=11 av.=4.82
2.8) The recitation instructor treated students with respect.	Hardly at all								To a very high degree	n=11 av.=4.91
2.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all								To a very high degree	n=11 av.=4.64
2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all								To a very high degree	n=11 av.=4.91
2.11) The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	Hardly at all								To a very high degree	n=9 av.=5