University of Pittsburgh
Office of Measurement and Evaluation of Teaching

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 x .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)10485-2131
Fall 2012
RESPONDENTS = 36.84% OF NUMBER REGISTERED

1. SELF RATINGS

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

n=7

Not at all	0%
To a small degree	14.3%
To a moderate degree	0%
To a considerable degree	28.6%
To a very high degree	57.1%

1.2) What grade do you expect in this course?

n=7

A	42.9%
B	28.6%
C	0%
D	0%
F	0%
Other	0%
Credit/No Entry	28.6%
Audit	0%
Other	0%

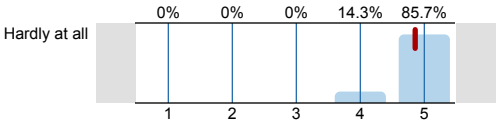
1.3) What percent of the recitations did you attend?

n=6

Less than 25%	0%
26-50%	0%
51-75%	0%
76-100%	100%

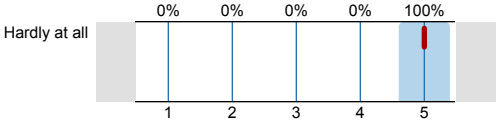
2. RECITATION INSTRUCTOR TEACHING EVALUATION

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



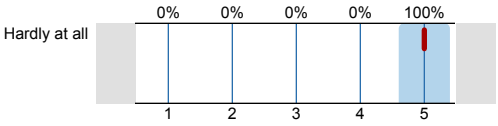
n=7
av.=4.86
dev.=0.38

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



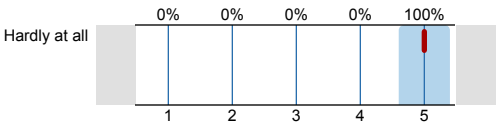
n=7
av.=5
dev.=0

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



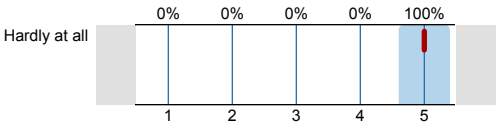
n=7
av.=5
dev.=0

2.4) The recitation instructor showed interest in helping students understand the material.



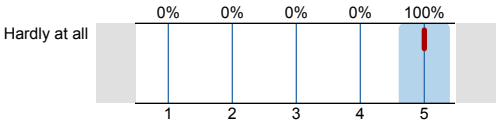
n=7
av.=5
dev.=0

2.5) The recitation instructor returned assignments within a reasonable amount of time.



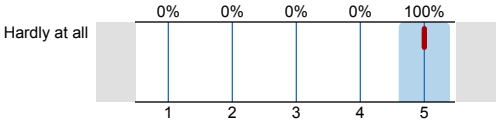
n=7
av.=5
dev.=0

2.6) The recitation instructor was concerned about students' progress in the course.



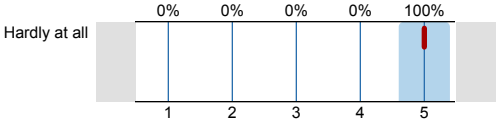
n=7
av.=5
dev.=0

2.7) The recitation instructor provided helpful answers to students' questions.



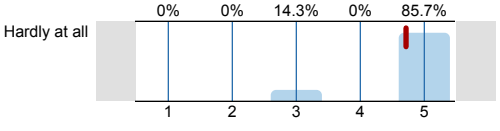
n=7
av.=5
dev.=0

2.8) The recitation instructor treated students with respect.



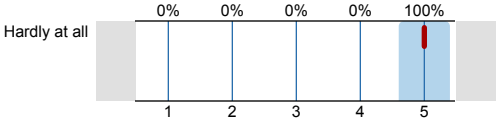
n=7
av.=5
dev.=0

2.9) The recitation instructor provided constructive feedback on assignments.



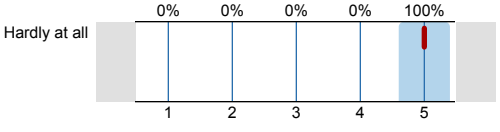
n=7
av.=4.71
dev.=0.76

2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.



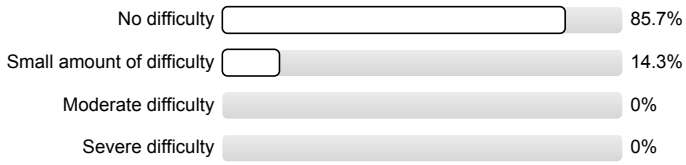
n=7
av.=5
dev.=0

2.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



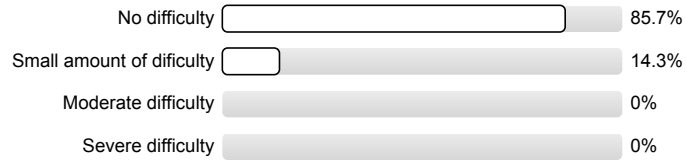
n=6
av.=5
dev.=0

2.12) Did you have difficulty in understanding your recitation instructor's spoken language?



n=7

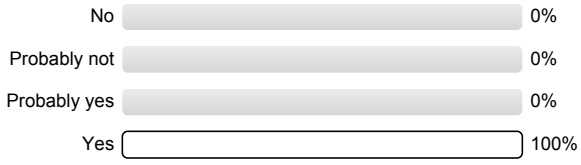
2.13) Did your recitation instructor have difficulty in understanding the questions that were asked by students in class?



n=7

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

n=7



3. RECITATION COMMENTS

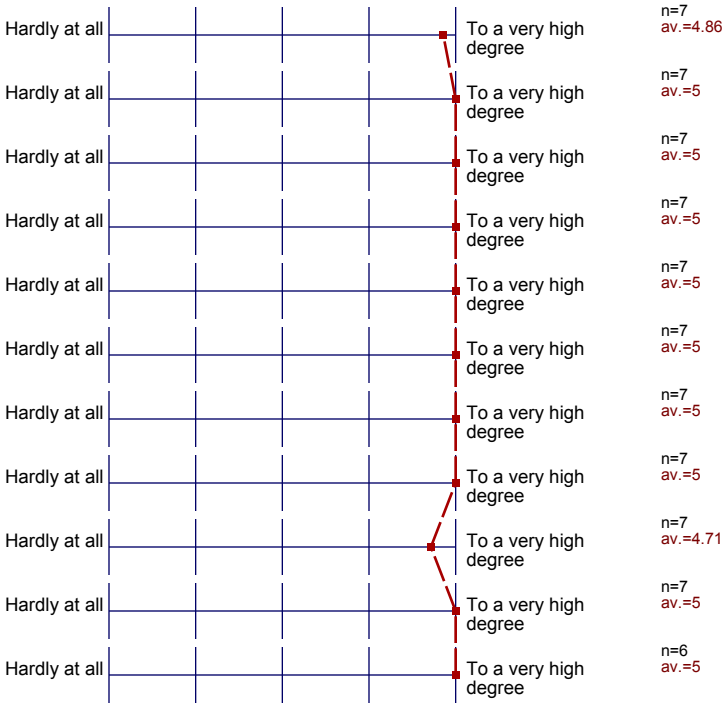
3.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- .
- Absolutely everything. Sometimes before I go to sleep, instead of counting sheep, I imagine what the perfect logic recitation class would be like. Luckily, I get to wake up and go to it.
- Great atmosphere, great analogies for remembering and understanding concepts.
- He has interesting ways of remembering things that were extremely helpful. An example would be the snake interpretation of the relationship between 3x and x modifiers. He also made everyone feel comfortable and was exciting to listen to.
- Made the course work more understandable
- Tons of enthusiasm for subject, connection with students, solid grasp of subject and good learning environment.

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.

- .
- Absolutely nothing. If students struggle with the material, it is positively, categorically, without a shadow of any possible doubt, their own inability to comprehend basic reasoning. Do not blame any of this on yourself, Michael. I don't understand how you can be that patient.
- Keep it up!
- None, I loved this recitation section.
- Nothing. Keep doing what you're doing!
- none

Profile

Subunit: A&S-PHILOSOPHY
Name of the instructor: Professor Michael Sands,
Name of the course: (Name of the survey) INTRODUCTION TO LOGIC(PHIL-0500) (10485-2131)

2. RECITATION INSTRUCTOR TEACHING EVALUATION