



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.

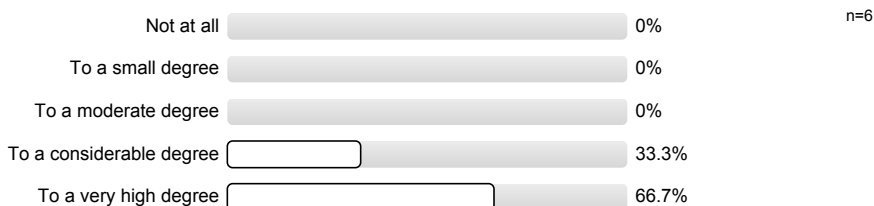
Office of Measurement and Evaluation of Teaching (OMET)

Professor Michael Sands
 INTRODUCTION TO LOGIC(PHIL-0500)10487-2131
 Fall 2012
 RESPONDENTS = 30% OF NUMBER REGISTERED

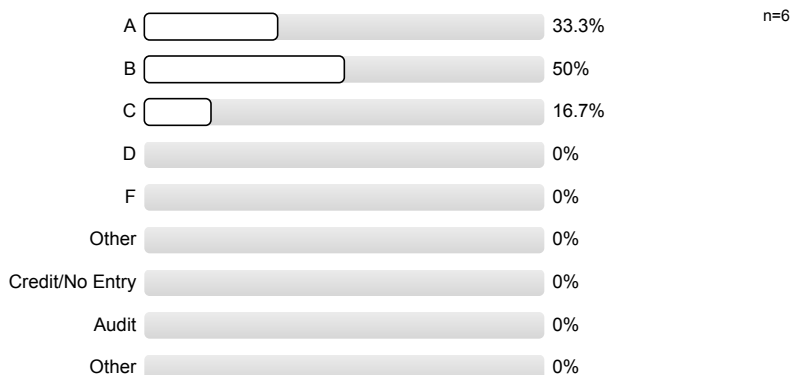


1. SELF RATINGS

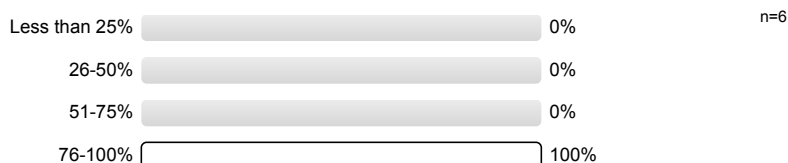
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in this course?

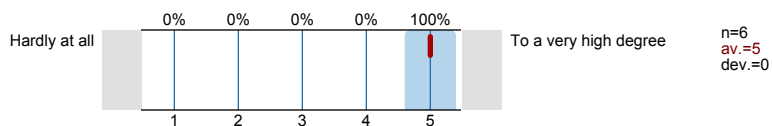


1.3) What percent of the recitations did you attend?

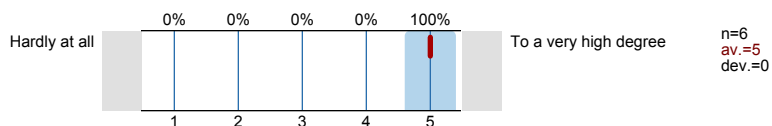


2. RECITATION INSTRUCTOR TEACHING EVALUATION

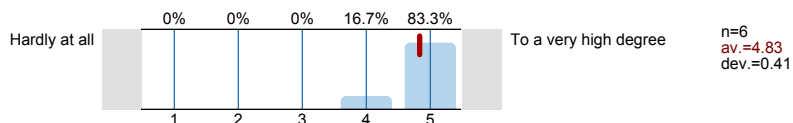
2.1) The recitation instructor was well-prepared for the recitations.

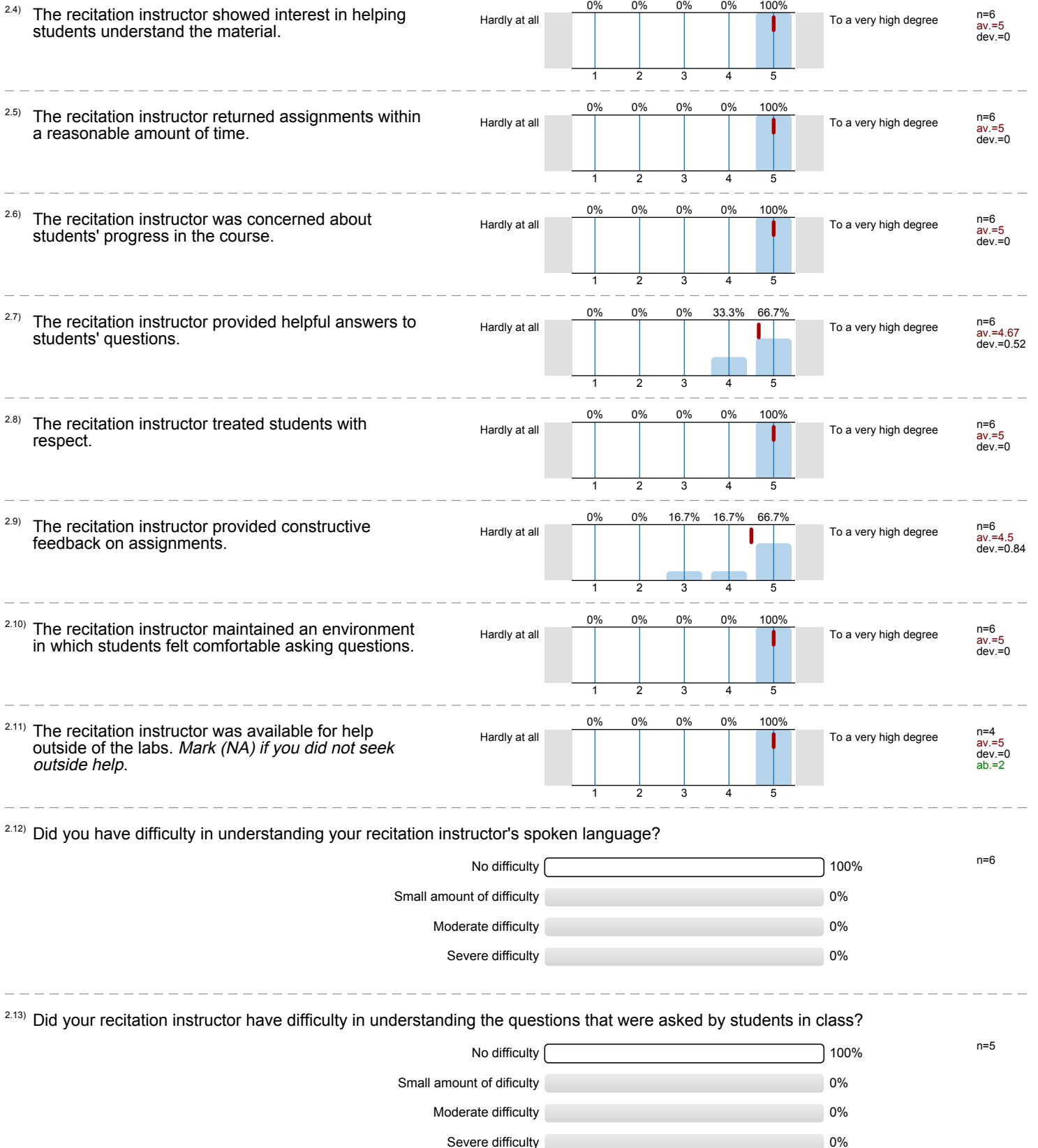


2.2) The recitation instructor appeared knowledgeable about course subject matter.



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.

- - Michael clearly has a substantial knowledge of the course material. More importantly, he always knew effective ways to convey and relate the material to the students. He seemed to enjoy himself and that made recitation more enjoyable.
 - Michael was easily the best TA I have had while at Pitt. I hope he can continue doing what he is doing, because he is quite good at it.
 - He clearly elucidates topics covered in logic. As I am not the best at this subject matter, his teaching method helped me greatly.
 - He is even way better than lecture professor..I particularly like his way of simplifying and visualizing the subject.I don't even listen to the lecturer.Highly recommended.
 - He was incredible. He would make a fantastic teacher if he decides to pursue it. Always engaging, funny, informal, and highly intelligent.
 - Prof. Sands is a stand out in my experience as a student. He not only made himself available outside of office hours, but also took the time to understand what kind of learning tools are best suited for me.
- I am lucky to have 2 long term learning relationships that I value very much. From that perspective I can say that I was impressed with the sincerity and dedication Michael brings to his role as Teacher.
- The overall environment and willingness to work with us and watch out for us is extremely admirable. Recitations always allow us to work on lecture material at our own pace and without the pressure of a large lecture hall.

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.

- I can't think of a thing!
- It might help if he kept class time more tightly focused on the problems we had difficulty with.
- My only suggestion would be that Prof. Sands already posses the skills to lead the whole course.
I also think that Prof. Sands is well suited to teach small, higher level courses. He excels at recognizing students' learning styles and tries to provide multiples ways of understanding course concepts.
- Occasionally, it seemed like we tried to tackle too many topics during a recitation. Still, he usually did a great job of managing the time we spent on the material.
- Overall, excellent recitation, best recitation I've ever had actually.

Profile

Subunit: A&S-PHILOSOPHY
 Name of the instructor: Professor Michael Sands,
 Name of the course: INTRODUCTION TO LOGIC(PHIL-0500) (10487-2131)
 (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=6 av.=5
2.2) The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all							To a very high degree	n=6 av.=5
2.3) The recitation instructor clarified material covered in course lectures.	Hardly at all							To a very high degree	n=6 av.=4.83
2.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all							To a very high degree	n=6 av.=5
2.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all							To a very high degree	n=6 av.=5
2.6) The recitation instructor was concerned about students' progress in the course.	Hardly at all							To a very high degree	n=6 av.=5
2.7) The recitation instructor provided helpful answers to students' questions.	Hardly at all							To a very high degree	n=6 av.=4.67
2.8) The recitation instructor treated students with respect.	Hardly at all							To a very high degree	n=6 av.=5
2.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all							To a very high degree	n=6 av.=4.5
2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all							To a very high degree	n=6 av.=5
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=4 av.=5