

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)23137-2134 Spring 2013 RESPONDENTS = 47.37% OF NUMBER REGISTERED						\bigcirc	
1.	SELF RATINGS							
1.1)	Did the recitations contribute to your learning in this co	ourse?						
		Not at all				0%	n=8	
		To a small degree				0%		
	To a	a moderate degree				12.5%		
	To a co	onsiderable degree				25%		
	Το	a very high degree				62.5%		
1.2)	What grade do you expect in this course?							
		Аſ				11.1%	n=9	
		вГ				55.6%		
		c				22.2%		
		D				0%		
		F				0%		
		Other				0%		
		Credit/No Entry				0%		
		Audit				0%		
		Other [11.1%		
1.3)	What percent of the recitations did you attend?							
		Less than 25%				0%	n=9	
		26-50%				0%		
		51-75%				11.1%		
		76-100% 🤇) 88.9%		
2	RECITATION INSTRUCTOR TEACHING EVALU	IATION						
2.1)	The recitation instructor was well-prepared for the recitations.	Hardly at all	0%	11.1% 0% 2 3	22.2% 66.7%	To a very high degree	n=9 av.=4.44 dev.=1.01	
2.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all	0%	2 3	22.2% 66.7% 4 5	To a very high degree	n=9 av.=4.56 dev.=0.73	
2.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all	0%	 0% 0% 2 3	22.2% 77.8%	To a very high degree	n=9 av.=4.78 dev.=0.44	

2.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all	0%	2	0%	22.2%	77.8%	To a very high degree	n=9 av.=4.78 dev.=0.44
2.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all	0%	0%	11.1%	22.2%	66.7% 66.7%	To a very high degree	n=9 av.=4.56 dev.=0.73
2.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all	0%	0%	22.2%	11.1%	66.7% 5	To a very high degree	n=9 av.=4.44 dev.=0.88
2.7)	The recitation instructor provided helpful answers to students' questions.	Hardly at all	0%	0%	11.1%	11.1%	77.8%	To a very high degree	n=9 av.=4.67 dev.=0.71
2.8)	The recitation instructor treated students with respect.	Hardly at all	0%	0%	11.1%	0%	88.9% • 5	To a very high degree	n=9 av.=4.78 dev.=0.67
2.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all	0%	11.1%	0%	22.2%	66.7% 5	To a very high degree	n=9 av.=4.44 dev.=1.01
2.10)	The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all	0%	0%	0%	22.2%	77.8%	To a very high degree	n=9 av.=4.78 dev.=0.44
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	0%	0%	 0% 3		100% 5	To a very high degree	n=8 av.=5 dev.=0 ab.=1
2.12)	Did you have difficulty in understanding your recitation	instructor's spok	en langi	uage?					
		No difficulty						100%	n=9
Small amount of difficulty								0%	
	Moderate difficulty							0%	
		Severe difficulty						0%	
	Did your recitation instructor have difficulty in understar		ne that						
			nis uidl	were		by Sil		55.6%	n=9
Small amount of dificulty) ר			44.4%	
Moderate difficulty								0%	
		Severe difficulty						0%	

n=9

No	0%
Probably not	0%
Probably yes	11.1%
Yes	88.9%

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.
- Explaining concepts beyond plain definitions by relating them to other, more familiar ideas. Used abstract visualizations, physical materials, and drawings to help explain concepts very well.
- Give example, not just regular examples but ones that relate to the real world as well as helpful hints for solutions that he uses (two dots in PL).
- Ofen takes something complicated from lecture and presents it in a more simple way.
- Teaching what can seem a sterile subject with some humor which is impressive for an earlier class. It allowed to students to feel open to asking questions. Also, opening the class with questions from the students and writing a list on the board of subjects to allot time for seemed extremely helpful to the students.
- You are very enthusiastic about the subject, which makes the recitations much more exciting. I think you should become a teacher.
- nope

^{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.

- Go over homework more, either by preparing students more for what is required or by reviewing each problem after the homework has been graded to make sure there is a uniform understanding in the class.
- Nothing, this has been the best Recitation I have had at Pitt. Thank you.

nope

Profile

Subunit:

Name of the instructor: Name of the course: (Name of the survey) A&S-PHILOSOPHY Professor Michael Sands,

INTRODUCTION TO LOGIC(PHIL-0500) (23137-2134)

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.
- 2.4) The recitation instructor showed interest in helping students understand the material.
- $^{2.5)}\;\;$ The recitation instructor returned assignments within a reasonable amount of time.
- ^{2.6)} The recitation instructor was concerned about students' progress in the course.
- ^{2.7)} The recitation instructor provided helpful answers to students' questions.
- ^{2.8)} The recitation instructor treated students with respect.
- ^{2.9)} The recitation instructor provided constructive feedback on assignments.
- 2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.
- ^{2.11)} The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

Hardly at all		 	To a very high degree	n=9 av.=4.44
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Hardly at all	Ì		To a very high degree	n=9 av.=4.78
Hardly at all	Ì	 	To a very high degree	n=9 av.=4.78
Hardly at all	Ì	 -	To a very high degree	n=9 av.=4.56
Hardly at all	Ì	 <mark>_</mark>	To a very high degree	n=9 av.=4.44
Hardly at all			To a very high degree	n=9 av.=4.67
Hardly at all			To a very high degree	n=9 av.=4.78
Hardly at all		 -	To a very high degree	n=9 av.=4.44
Hardly at all			To a very high degree	n=9 av.=4.78
Hardly at all			To a very high degree	n=8 av.=5