



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](http://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.

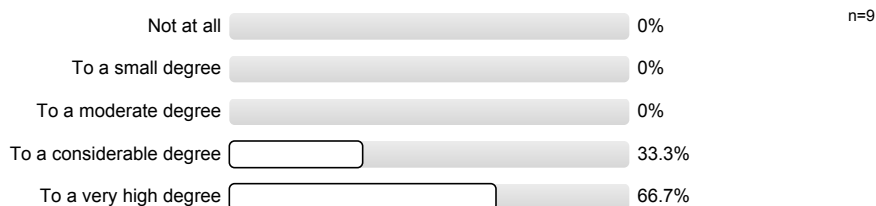
Office of Measurement and Evaluation of Teaching (OMET)

**Professor Michael Sands**  
 INTRODUCTION TO LOGIC(PHIL-0500)23138-2134  
 Spring 2013  
 RESPONDENTS = 47.37% OF NUMBER REGISTERED

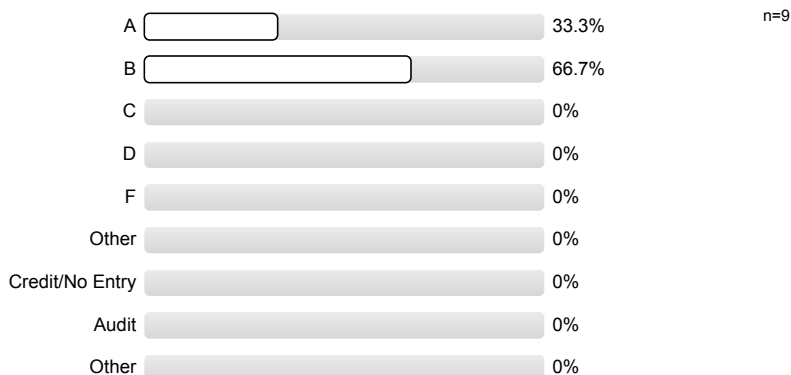


## 1. SELF RATINGS

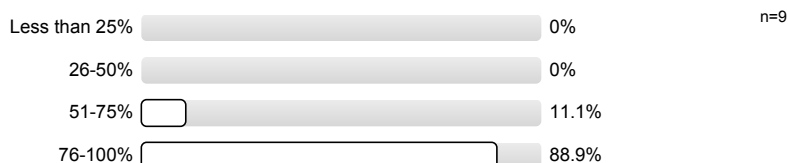
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in this course?

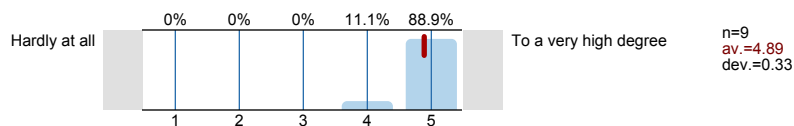


1.3) What percent of the recitations did you attend?

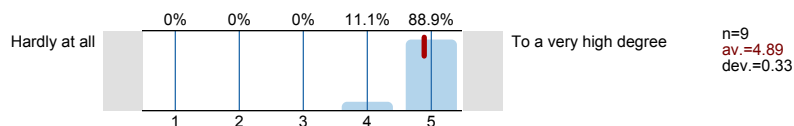


## 2. RECITATION INSTRUCTOR TEACHING EVALUATION

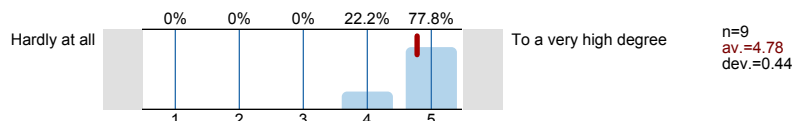
2.1) The recitation instructor was well-prepared for the recitations.

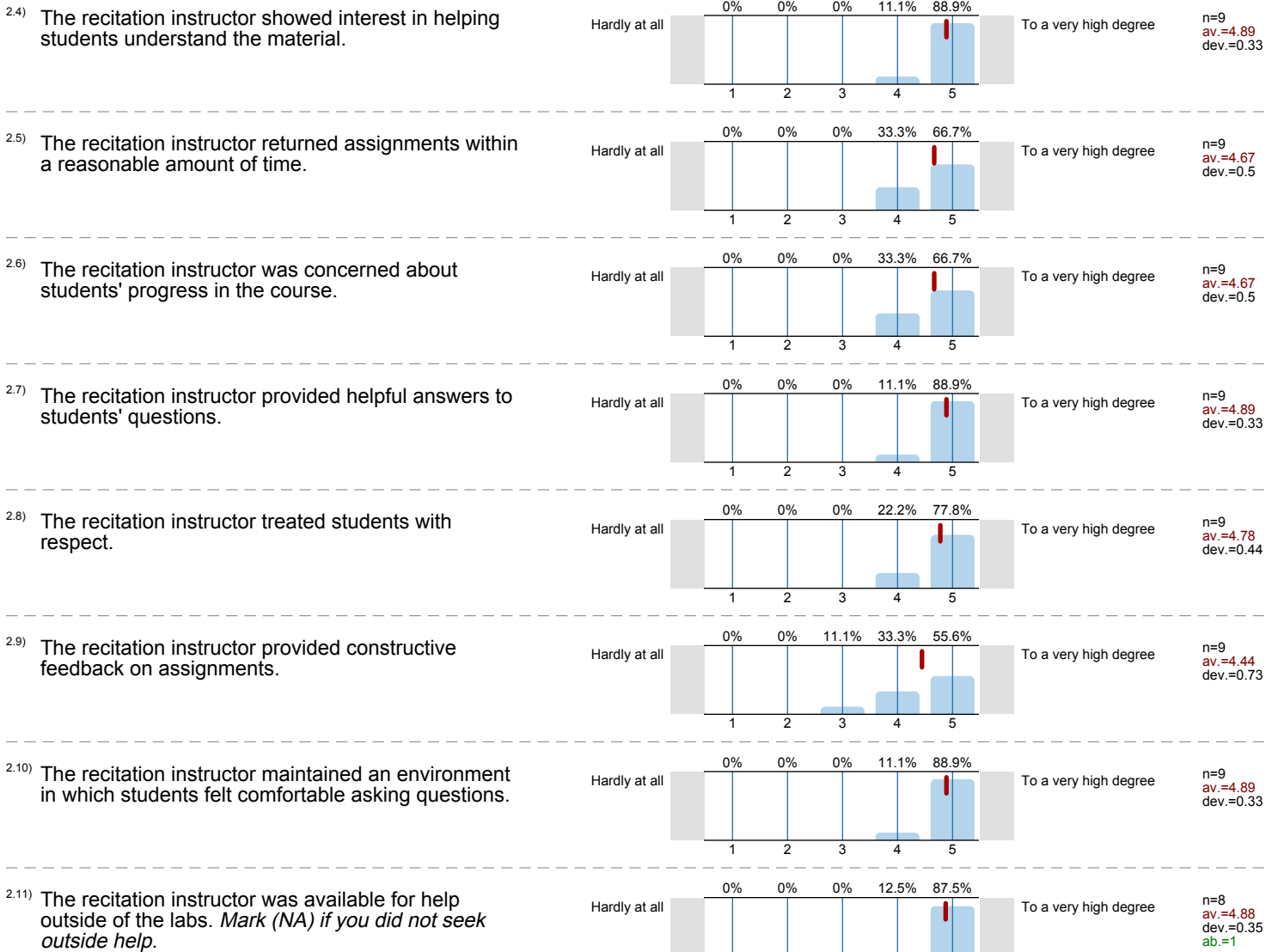


2.2) The recitation instructor appeared knowledgeable about course subject matter.

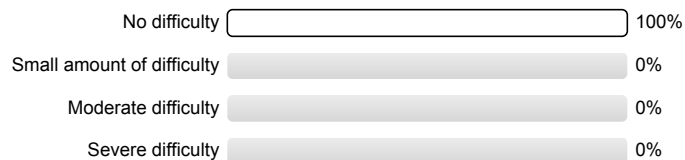


2.3) The recitation instructor clarified material covered in course lectures.



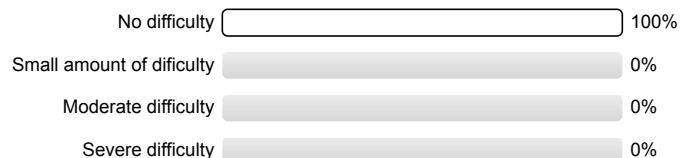


2.12) Did you have difficulty in understanding your recitation instructor's spoken language?



n=9

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



n=9

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! I would have failed the course miserably without Michael. He is a better teacher than Dr. Batterman and clarifies everything from lecture and gives us ways to best comprehend the material. The best TA that i have ever had in any course. He was so accessible and really wants us to succeed even though the class is impossibly difficult. I learned more in one of his recitation sessions then i learned throughout going to the actual classes for the entire semester. Michael is great at teaching others and I owe my grade to him.
- Everything. Sands is an incredibly gifted teacher.
- Good examples, helpful in explaining specific details
- He is very passionate about logic and seems to really care about his students. He always welcomes questions and never seems annoyed no matter what.
- Made the material covered in lecture more understandable. Was able to tell when something was confusing/important in lecture and made sure to cover it. Was very open to questions.
- Some of the visuals used to illustrate different concepts were very helpful.
- Very accessible to students.  
Explained things clearly and thoroughly.  
Did not mind repeating things or explaining them in different ways until the concept was understood.
- You are a truly excellent TA. I enjoyed every minute of recitation and you were very helpful in teaching me logic. If I could recommend you to replace Professor Batterman, I would. Your enthusiasm and wit are infectious and you brought a positive attitude to class every day. The classroom environment felt very open and friendly to questions from any of the students and your answers were almost always direct and on point. For me, recitations were the most redeeming aspect of the course. I really like logic and will definitely be taking more courses in the future.

Thanks for answering the sheep question.

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.

- Better time allotment for each question/ problem we work on in class.
- Maybe be more open to helping to answer homework questions. I know that you aren't supposed to tell us the complete answer, but sometimes the advice wasn't extremely helpful.
- More examples
- N/A (2 Counts)
- Nothing.

# Profile

Subunit: A&S-PHILOSOPHY  
 Name of the instructor: Professor Michael Sands,  
 Name of the course: INTRODUCTION TO LOGIC(PHIL-0500) (23138-2134)  
 (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=9 av.=4.89
2.2) The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all							To a very high degree	n=9 av.=4.89
2.3) The recitation instructor clarified material covered in course lectures.	Hardly at all							To a very high degree	n=9 av.=4.78
2.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all							To a very high degree	n=9 av.=4.89
2.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all							To a very high degree	n=9 av.=4.67
2.6) The recitation instructor was concerned about students' progress in the course.	Hardly at all							To a very high degree	n=9 av.=4.67
2.7) The recitation instructor provided helpful answers to students' questions.	Hardly at all							To a very high degree	n=9 av.=4.89
2.8) The recitation instructor treated students with respect.	Hardly at all							To a very high degree	n=9 av.=4.78
2.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all							To a very high degree	n=9 av.=4.44
2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all							To a very high degree	n=9 av.=4.89
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=8 av.=4.88