



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.

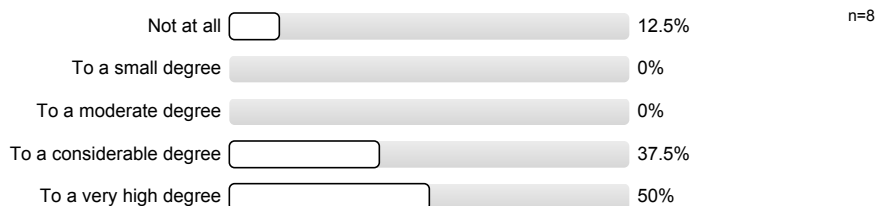
Office of Measurement and Evaluation of Teaching (OMET)

Professor Michael Sands
 INTRODUCTION TO LOGIC(PHIL-0500)23139-2134
 Spring 2013
 RESPONDENTS = 42.86% OF NUMBER REGISTERED

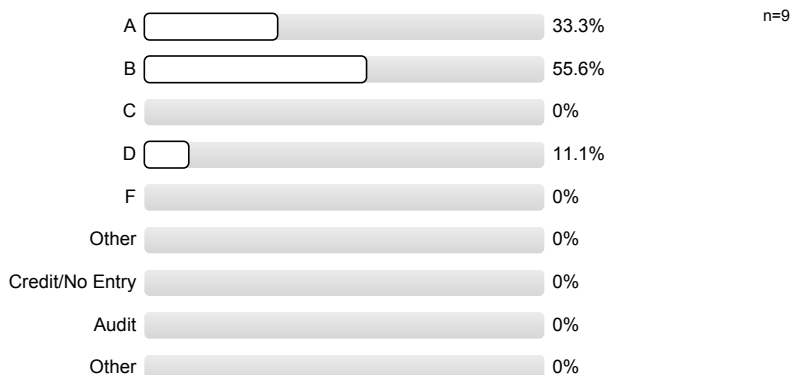


1. SELF RATINGS

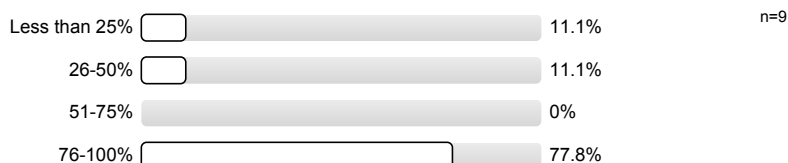
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in this course?

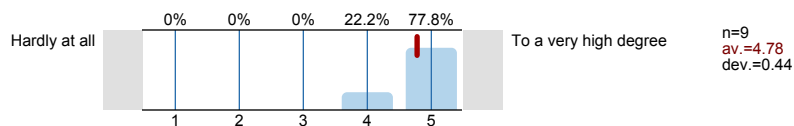


1.3) What percent of the recitations did you attend?

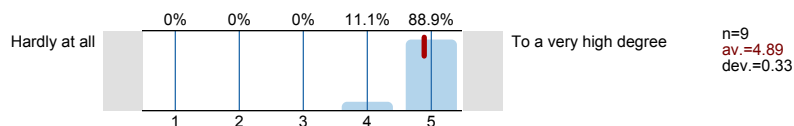


2. RECITATION INSTRUCTOR TEACHING EVALUATION

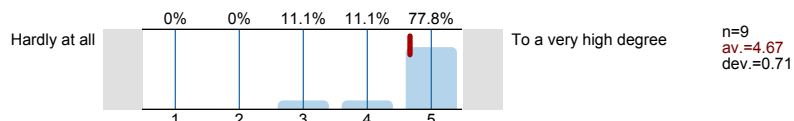
2.1) The recitation instructor was well-prepared for the recitations.



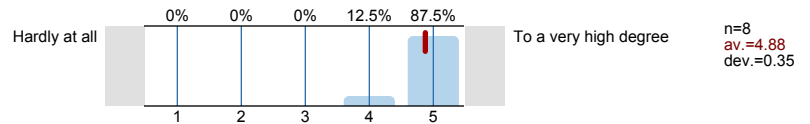
2.2) The recitation instructor appeared knowledgeable about course subject matter.



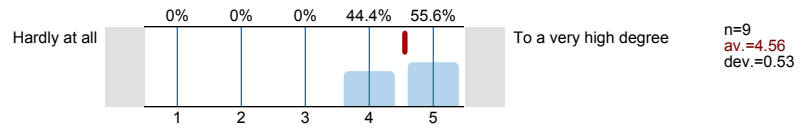
2.3) The recitation instructor clarified material covered in course lectures.



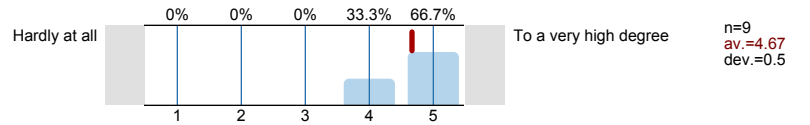
2.4) The recitation instructor showed interest in helping students understand the material.



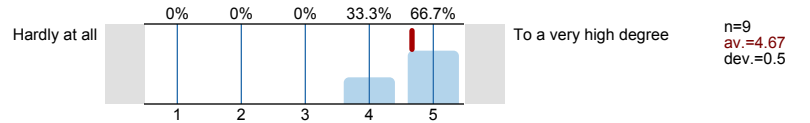
2.5) The recitation instructor returned assignments within a reasonable amount of time.



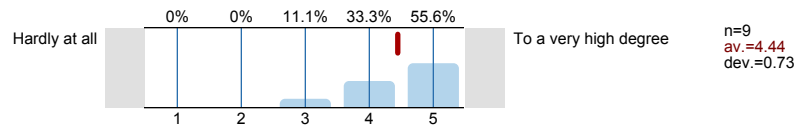
2.6) The recitation instructor was concerned about students' progress in the course.



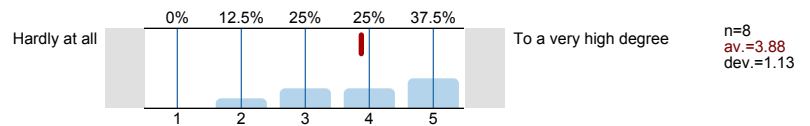
2.7) The recitation instructor provided helpful answers to students' questions.



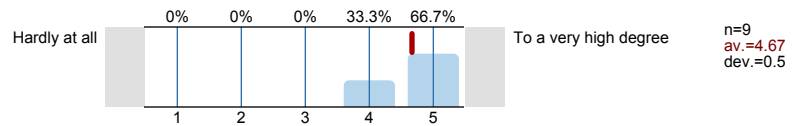
2.8) The recitation instructor treated students with respect.



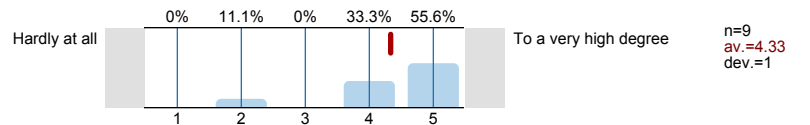
2.9) The recitation instructor provided constructive feedback on assignments.



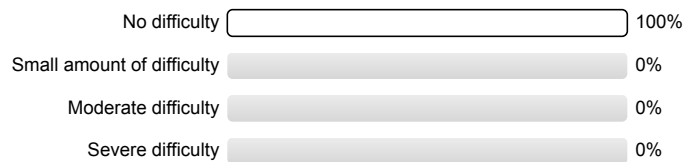
2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.



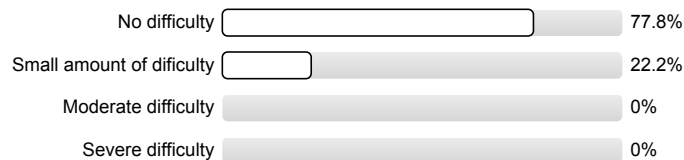
2.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



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



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



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.

- A great guy with an awesome personality. You really helped me to understand a lot of Logic. Without your recitation, I would be in serious trouble in this class.
- All of the explanations and example problems in recitation/office hours were very helpful.
- He did a great job teaching the class. I wish we had more time in recitation.
- He is very available by email or in office hours.
- The recitation instructor was able to masterfully use example in order to clarify the confusing concepts of the subject and was able to communicate with all students fairly well.
- You make Logic fun, and your methods are more helpful than the textbook most of the time. Keep it up!!!
- enthusiastic. loves the subject. and knows it too. relates well with students.
- great at using examples to explain concepts covered in class. can make the abstract something more concretely understood

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.

- Got nothing to say. You were awesome, and I'm glad I had you as my TA. Best of luck in future philosophical jobs, you'll do great. "Magnum Magistrum es, ego Amicus, et a ludus unus as bene"
- Nothing specifically, this class just sucked as a whole.
- Sometimes you seemed and acted a little too full of yourself in class, but besides that I don't really have much criticism. Though talking to you about homework during your office hours was a little difficult.
- he gets sidetracked easily.

Profile

Subunit: A&S-PHILOSOPHY
 Name of the instructor: Professor Michael Sands,
 Name of the course: INTRODUCTION TO LOGIC(PHIL-0500) (23139-2134)
 (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.=4.78
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.=4.67
2.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all									To a very high degree	n=8 av.=4.88
2.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all									To a very high degree	n=9 av.=4.56
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.=4.67
2.8) The recitation instructor treated students with respect.	Hardly at all									To a very high degree	n=9 av.=4.44
2.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all									To a very high degree	n=8 av.=3.88
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.=4.67
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.=4.33