



Dear Professor Joshua Eisenthal:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for INTRODUCTION TO LOGIC(PHIL-0500)-1225.

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 4 or 5 (depending on the scale) 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 Joshua Eisenthal

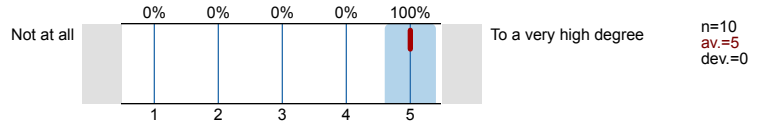
INTRODUCTION TO LOGIC(PHIL-0500)-12252151_UPITT_PHIL_0500_SEC1225
Fall 2014

10 RESPONDENTS = 50% OF NUMBER REGISTERED

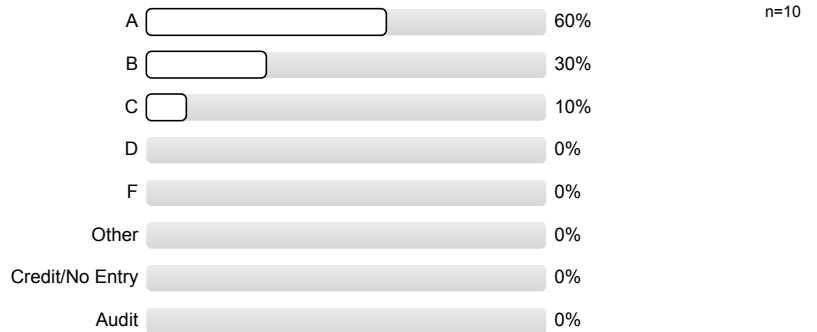


1. SELF RATINGS

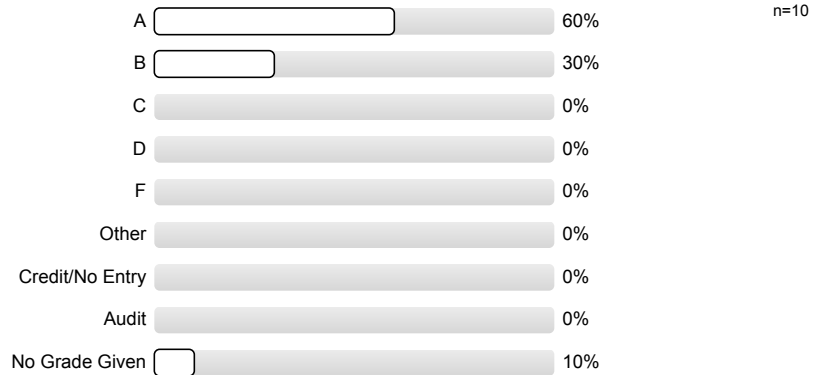
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in the course?



1.3) What grade do you expect in this recitation?

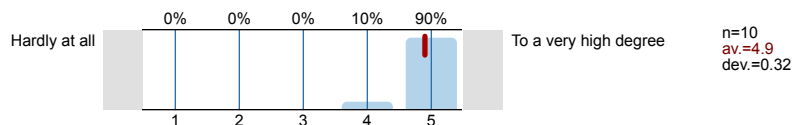


1.4) What percent of the recitations did you attend?

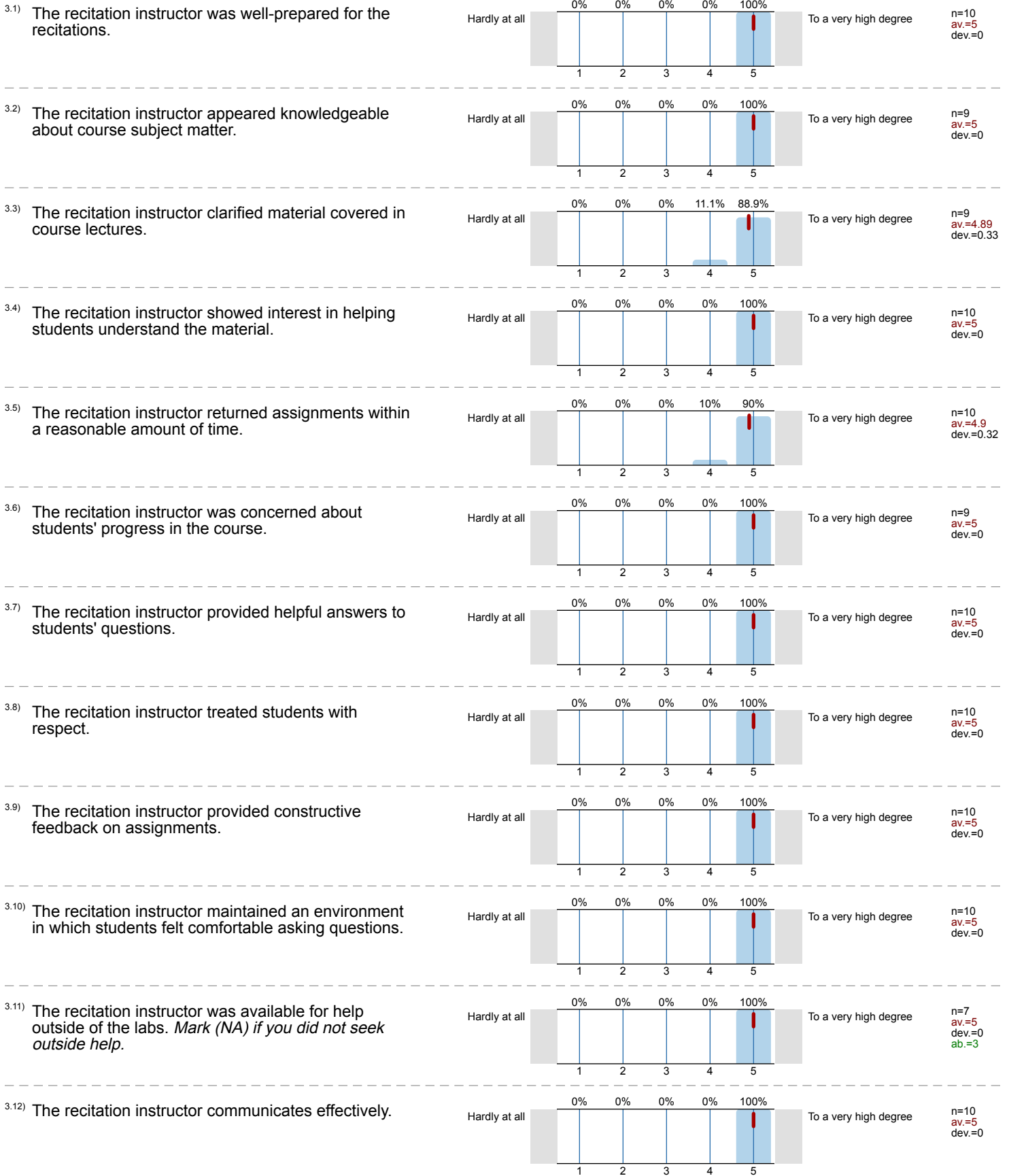


2. COURSE AND RECITATION

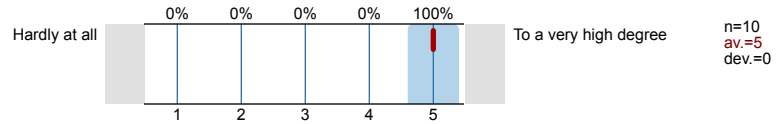
2.1) The material covered in recitation is well connected to the lectures.



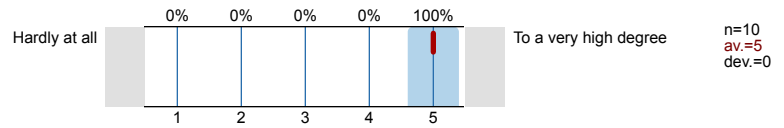
3. RECITATION INSTRUCTOR TEACHING EVALUATION



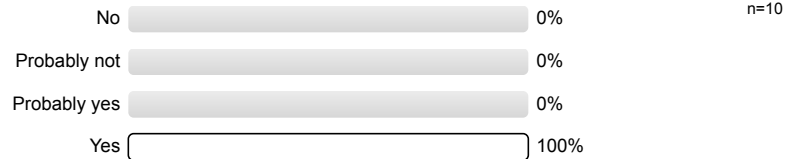
3.13) The recitation instructor comprehends students' communication.



3.14) The recitation instructor led this recitation effectively.



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



4. RECITATION COMMENTS

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

- Clear, informative, knowledgeable, accommodating
- He gets the whole class involved in a friendly manner. Learned our names, which makes asking questions and speaking in class easier. In class activities really solidify what was covered in lecture.
- He was very good at simplifying the concepts we learned in lecture to be easier to understand
- In recitation I felt every question I asked was answered. If the instructor seemed confused by a question or came to the wrong conclusion while solving a problem, he quickly fixed it and told us what had gone wrong (which helped seeing the wrong way sometimes). He was very relatable and helped me succeed in the class.
- Josh is definitely the best recitation instructor I have had at Pitt. Sometimes I feel like I am learning more in recitation than in lectures. Repeating the information from lecture is very worth-while. He gives really good examples for us to work on. He lets us know how many different ways we can solve problems. Allowing the students to solve problems on the board helps us all learn. If we teach each other, we learn even more because we now have many different ways to think of problems. I enjoy coming to recitation. The whole class is such a great environment to learn in. I feel like if we had another recitation a week, we could conquer so much more as a class. This is the best recitation I have had. Josh, YOU ROCK!! THANKS FOR EVERYTHING!
- Just his ability to clearly communicate and educate on topic was satisfying, kept healthy learning environment.
- Very easy to communicate with, helpful review sessions and office hours.
- made very good use of examples and activities that clarified topics covered in lecture
- was obviously very knowledgeable and was good at explaining concepts

4.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- Give us a heads up as to what will be covered in lecture the following week and possibly go through an example of what would be covered the following week.
- I would say maybe no popsicle sticks (just because they put you on the spot) but I know they did help me learn and pay attention in class. So I would keep them.
- Maybe focus more on the topics discussed in lecture, instead of working in group activities
- None. All great!
- Nothing - see compliments above. :)
- Provide non-accuracy graded assignments to help reinforce skills rather than making everything graded for accuracy.

Profile

Subunit: **A&S-PHIL LOWER LEVEL**
 Name of the instructor: **Professor Joshua Eisenthal,**
 Name of the course: **INTRODUCTION TO LOGIC(PHIL-0500)-1225**
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS



2. COURSE AND RECITATION



3. RECITATION INSTRUCTOR TEACHING EVALUATION

