



Dear Professor Joshua Eisenthal:

## Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PHILOSOPHY AND SCIENCE(PHIL-0610).

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.

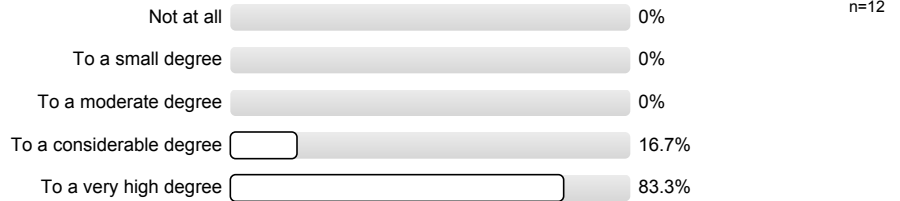
Office of Measurement and Evaluation of Teaching (OMET)

**Professor Joshua Eisenthal**  
 PHILOSOPHY AND SCIENCE(PHIL-0610)21385-2134  
 Spring 2013  
 RESPONDENTS = 60% OF NUMBER REGISTERED

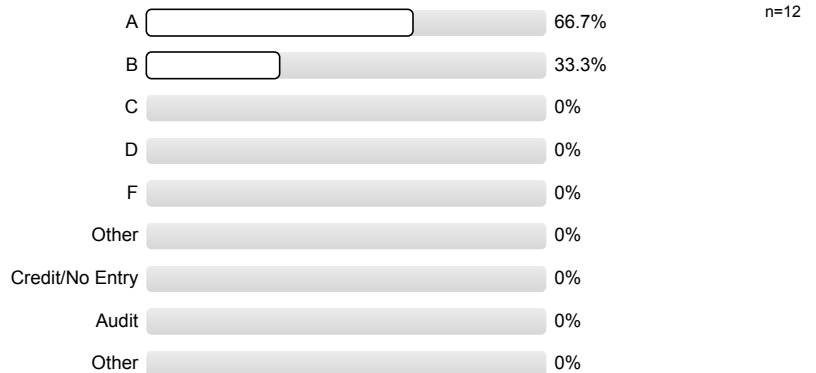


**1. SELF RATINGS**

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



1.2) What grade do you expect in this course?

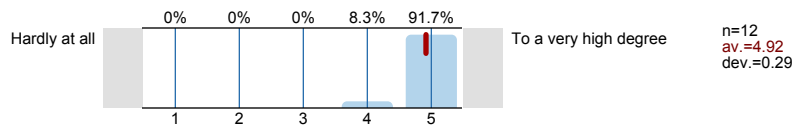


1.3) What percent of the recitations did you attend?

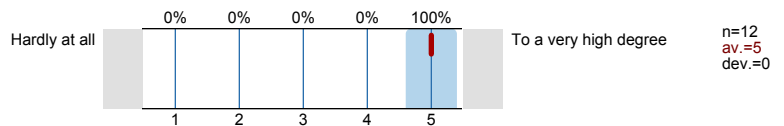


**2. RECITATION INSTRUCTOR TEACHING EVALUATION**

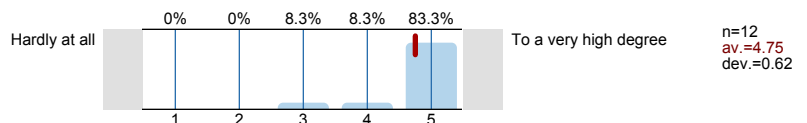
2.1) The recitation instructor was well-prepared for the recitations.

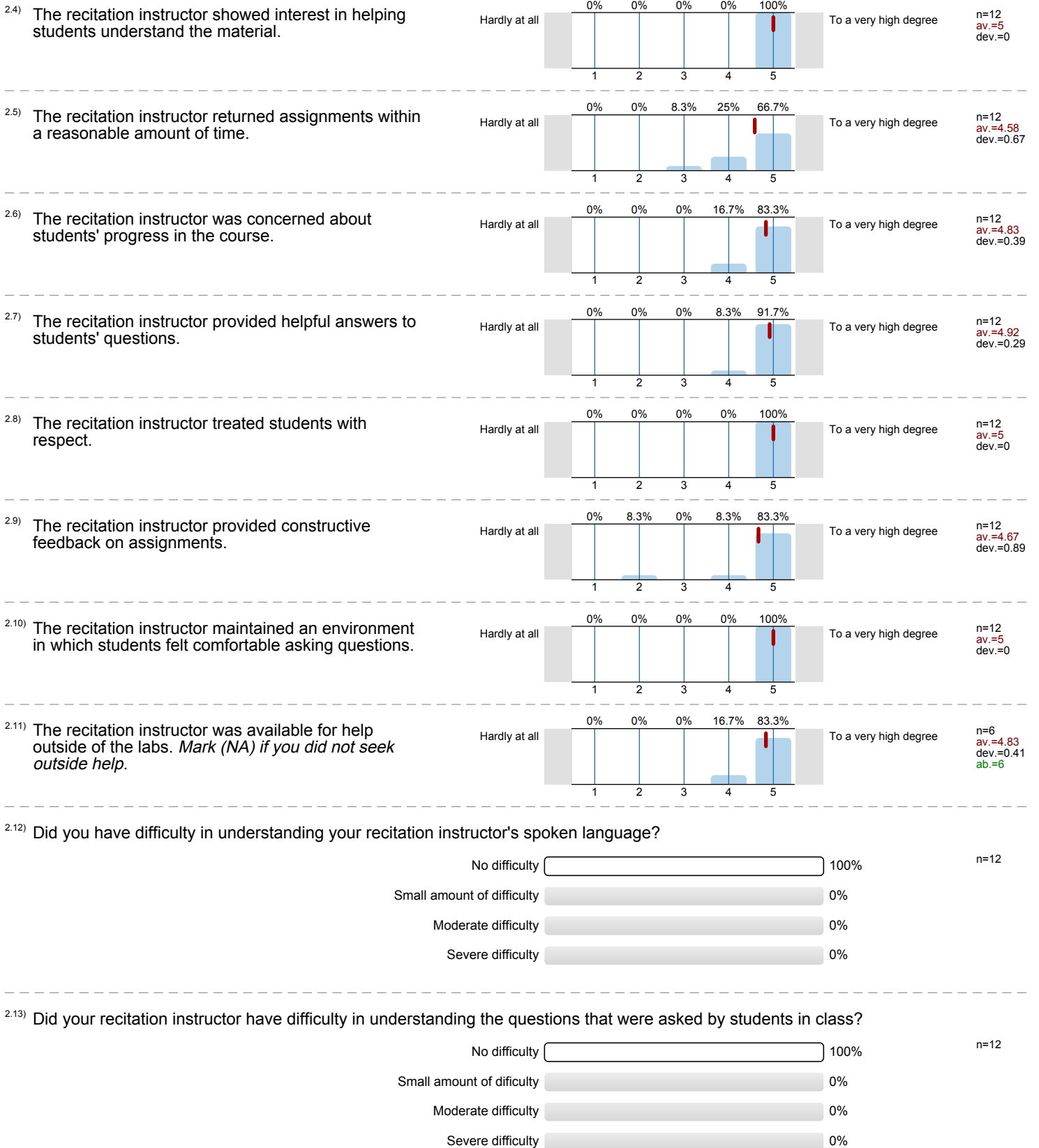


2.2) The recitation instructor appeared knowledgeable about course subject matter.



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.

- Explaining key concepts using examples which clarified a lot.
- He was great at provoking stimulating discussion and keeping everyone interested. We went over all of the required materials in a concise way and I never felt behind. I also liked that he never gave us a straight answer but would guide us to it through the way the discussion would evolve. It made it more rewarding and easier to remember and understand than just having a lecture part 2. And I also appreciated the fact that I never worried about what I would say in class being wrong or sounding ridiculous.
- I found recitation to be much more beneficial than lecture. It was in recitation that I actually learned how to apply concepts and understand them in depth. Josh used activities and examples to involve the entire class, and made sure we all communicated with one another effectively. Had it not been for recitation, I would not have achieved the high grade that I did in this course.
- I like that he tried to make things more fun to learn by turning them into little activities and discussions.
- Josh is great at keeping the class involved in the discussion. Even on days when we clearly do not want to be there he keeps us entertained and sometimes we don't even realize we are learning as much as we are. Between his handouts, writing on the board, tongue depressors (which are evil), and 'group activities' everyone keeps up with what is going on. Josh is very understanding and willing to stray from his plan if we are struggling with something else.
- Josh was really easy to relate to and was great at explaining complicated concepts in terms of concrete examples.
- The instructor did an exceptional job explaining course material and supplementing lecture notes in order to make sure all students understood the information on the same level.
- Used good examples and kept the entire class engaged. He will make a great professor one day!
- Very very good at explaining things in a way students can understand them. Always came prepared with a fun and interesting way of learning the material. I had a great time in the class and learned a lot!
- prepared us all really well for each exam  
was understanding and helped when recitations were missed  
was able to clearly explain concepts that were foggy from lecture  
obviously really cared about how students understood material  
Josh was great!

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.

- A class outside would be cool. I honestly can't imagine what would make the class better - I learned a lot and had a good time doing it.
- I think it is effective as is.
- I understand student participation is important, but I don't think it's necessary for every recitation some of the activities seemed more like busy work and were more frustrating than helpful to me
- Nothing.
- Perhaps have a bit more coverage -recapitulation, perhaps- of the material covered in lecture. Not enough that people would be tempted to skip lecture, but enough to verify one's understanding of what was said.
- The only thing that could possibly make this recitation more awesome than it already is would be FOOD.
- none

# Profile

Subunit: **A&S-PHILOSOPHY**  
 Name of the instructor: **Professor Joshua Eisenthal,**  
 Name of the course: **PHILOSOPHY AND SCIENCE(PHIL-0610) (21385-2134)**  
 (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=12 av.=4.92
2.2) The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all									To a very high degree	n=12 av.=5
2.3) The recitation instructor clarified material covered in course lectures.	Hardly at all									To a very high degree	n=12 av.=4.75
2.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all									To a very high degree	n=12 av.=5
2.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all									To a very high degree	n=12 av.=4.58
2.6) The recitation instructor was concerned about students' progress in the course.	Hardly at all									To a very high degree	n=12 av.=4.83
2.7) The recitation instructor provided helpful answers to students' questions.	Hardly at all									To a very high degree	n=12 av.=4.92
2.8) The recitation instructor treated students with respect.	Hardly at all									To a very high degree	n=12 av.=5
2.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all									To a very high degree	n=12 av.=4.67
2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all									To a very high degree	n=12 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=6 av.=4.83