



# Fall 2020 - Taylor Weidman ECON 0100 - INTRO MICROECONOMIC THEORY - 1790 - Recitation

Project Title: **2211 - Teaching Survey Fall 2020**

Courses Audience: **23**  
Responses Received: **5**  
Response Rate: **21.74%**

Subject Details	
Name	ECON 0100 - INTRO MICROECONOMIC THEORY - 1790 - Recitation
DEPARTMENT_CD	ECON
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	26442
SECTION_NUMBER	1790
TERM_NUMBER	2211
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Taylor
Last Name	Weidman
RANK_DESCR	Teaching Fellow
TENURE	NT

## Report Comments

### Included in this report:

- Responses to numerical questions
- Responses to instructor added questions (if applicable)
- Student comments
- Questions about remote teaching and learning

## Interpreting OMET Teaching Survey Reports

A guide to interpreting OMET teaching survey results can be found here - <https://teaching.pitt.edu/omet/survey-results/>.

### Develop a plan using your student opinion of teaching results.

- Meet with a Teaching Consultant who can help you interpret your results and develop a course of action if necessary. Email [teaching@pitt.edu](mailto:teaching@pitt.edu) to set up a consultation.
- Plan on collecting student feedback during the semester the next time you teach. OMET offers a midterm course survey option and there are additional ways to collect student feedback throughout the term. For more information, go to <https://teaching.pitt.edu/omet/midterm/>
- In the future, discuss, teach, and model giving meaningful feedback with your students. Give them multiple opportunities to practice giving feedback. We have several resources that can help guide the discussion and options for gathering student feedback throughout the term.

Go to: <https://teaching.pitt.edu/omet/> for more details, references, and resources.

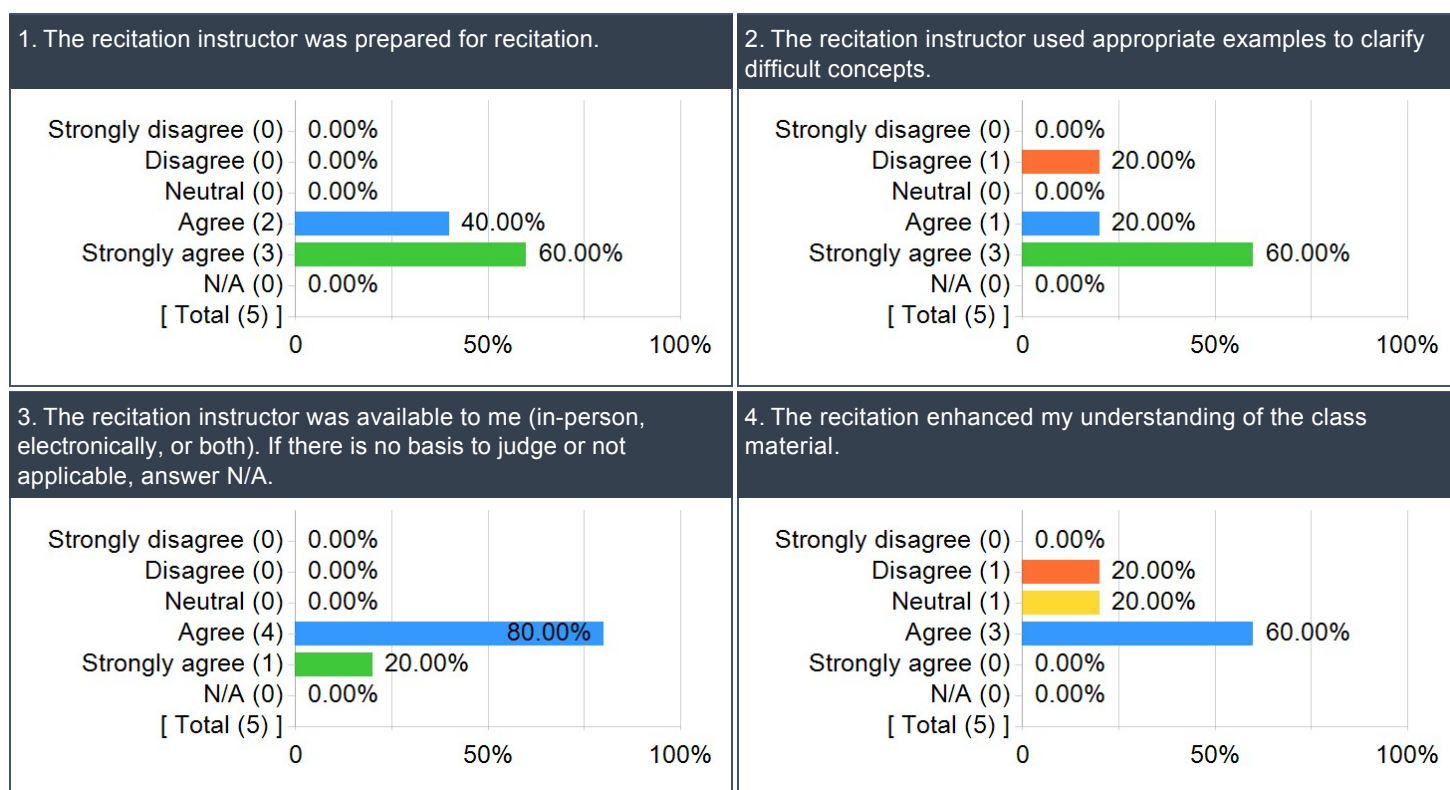
Creation Date: **Friday, December 25, 2020**

## ARTSC Recitation Questions

### Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	5	4.60	0.55
The recitation instructor used appropriate examples to clarify difficult concepts.	5	4.20	1.30
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	5	4.20	0.45
The recitation enhanced my understanding of the class material.	5	3.40	0.89

### Detailed Responses



## Comments

### What did you like best about the recitation instruction?

Comments
Was well structured and gave time to clarify concepts in a small group.
A review before gradescope
I thought that he provided helpful examples and did a good job of explaining topics or ideas when someone asked a question.
He was super understanding and was super helpful.

### If you were running this recitation, what would you do differently?

Comments
Nothing, this was a good way to run this recitation.
Dumb down the material more and give students extensive help with problems
I would not use breakout rooms to do the recitation activities. They were useful sometimes for brainstorming, but other times we just sat in silence, or the other kids in my group were not adequately prepared for class.
N/A

## Remote Instruction and Learning Questions

As part of the University's response to the COVID-19 pandemic, many courses continued to hold remote class meetings during all or part of the fall term. Students were asked to provide feedback about the remote aspect of the course.

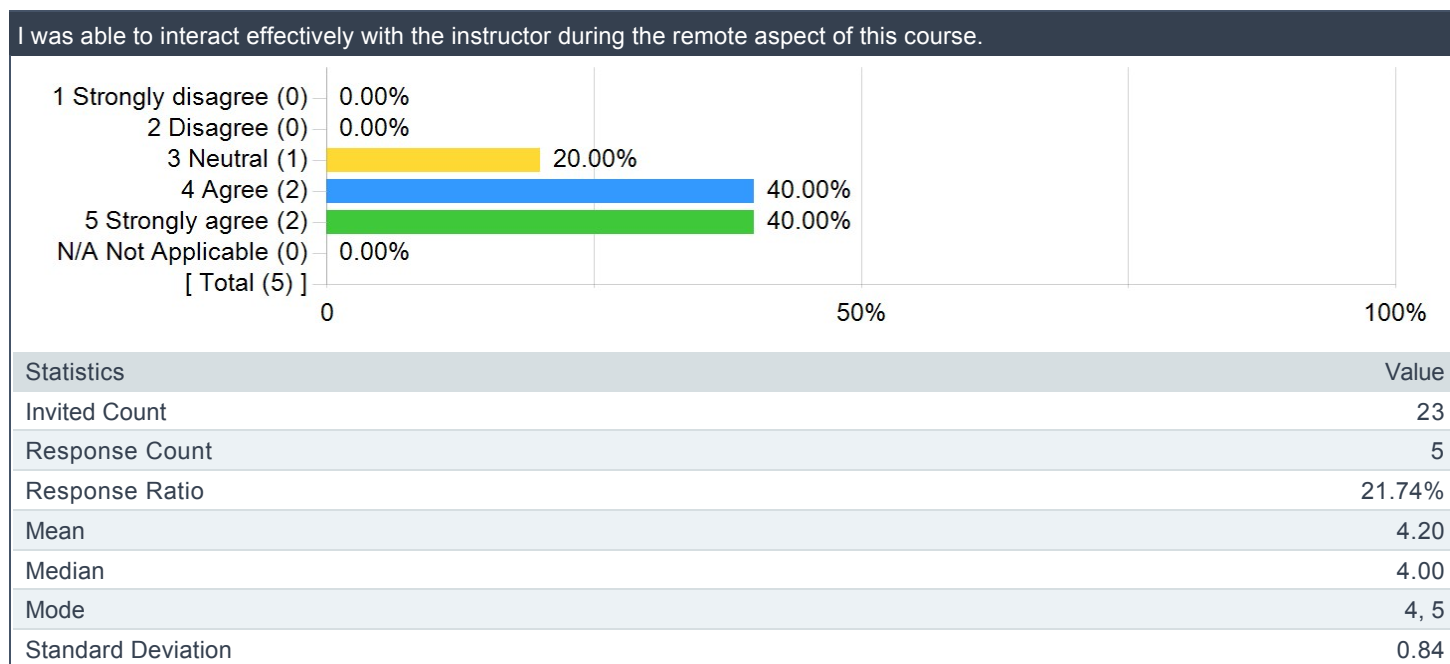
### Instructor Interaction

Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor during the remote aspect of this course.	5	4.20	0.84

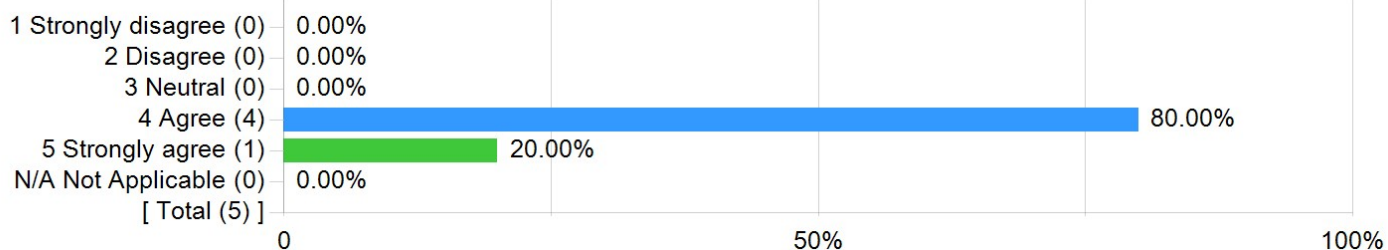
### Course Resources

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework during the remote aspect of this course.	5	4.20	0.45

### Instructor and Course Details



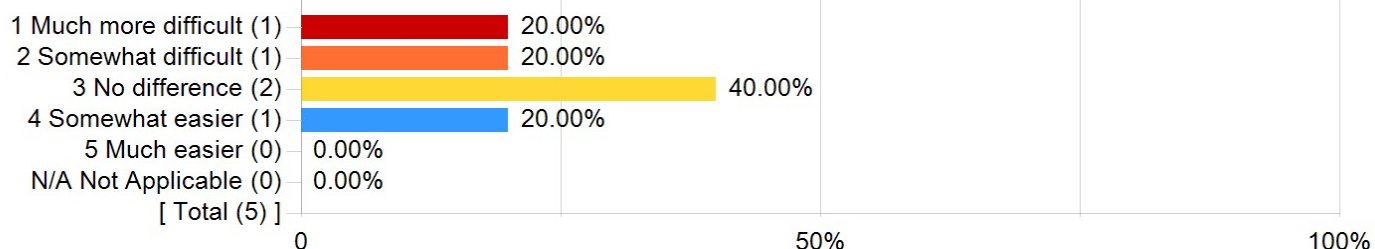
I had the resources I needed to finish my coursework during the remote aspect of this course.



Statistics	Value
Invited Count	23
Response Count	5
Response Ratio	21.74%
Mean	4.20
Median	4.00
Mode	4
Standard Deviation	0.45

## Level of Difficulty

The remote aspect of this course made it (blank) for me to learn.



Statistics	Value
Invited Count	23
Response Count	5
Response Ratio	21.74%
Mean	2.60
Median	3.00
Mode	3
Standard Deviation	1.14

## What do you think the University should know about your experience as a student in the current remote learning situation?

### Students

The prerecorded lectures allowed me to skip around the video and work in a more time appropriate manner. Some parts of the material didn't require as much time, so the pre recorded lectures worked perfectly in allowing me to control where I put more of my time.

I taught a lot of material to myself