



Spring 2021 - Taylor Weidman ECON 0100 - INTRO MICROECONOMIC THEORY - 1214 - Recitation

Project Title: **2214 - Teaching Survey Spring 2021**

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

Report Comments

Included in this report:

- Responses to numerical questions
- Responses to instructor added questions (if applicable)
- Student comments

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 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: **Wednesday, May 19, 2021**

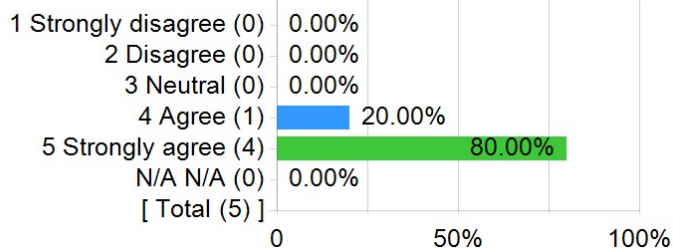
Recitation Questions

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

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	5	4.80	0.45
The recitation instructor used appropriate examples to clarify difficult concepts.	5	3.60	1.52
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	4.60	0.55
The recitation enhanced my understanding of the class material.	5	4.00	1.22

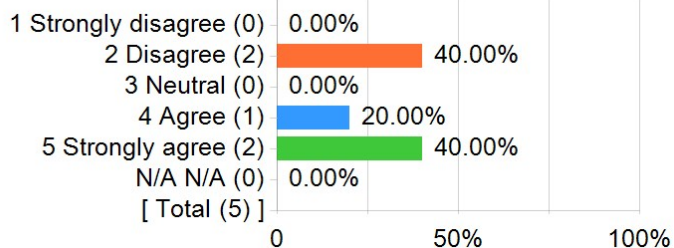
Detailed Responses

1. The recitation instructor was prepared for recitation.



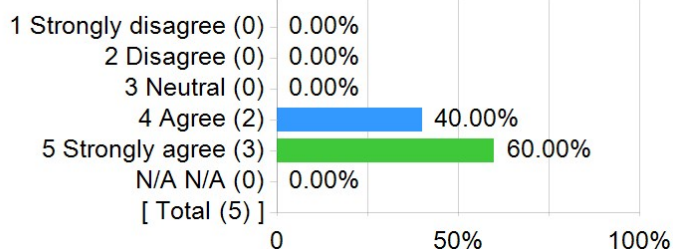
Statistics	Value
Invited Count	23
Response Count	5
Response Ratio	21.74%
Mean	4.80
Median	5.00
Mode	5
Standard Deviation	0.45

2. The recitation instructor used appropriate examples to clarify difficult concepts.



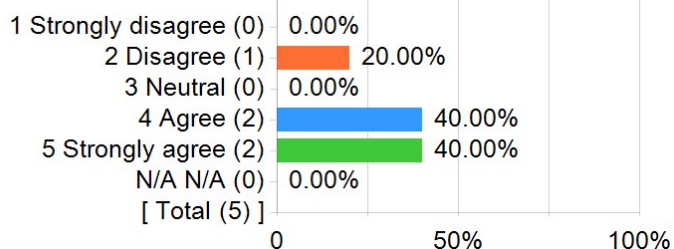
Statistics	Value
Invited Count	23
Response Count	5
Response Ratio	21.74%
Mean	3.60
Median	4.00
Mode	2, 5
Standard Deviation	1.52

3. 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.



Statistics	Value
Invited Count	23
Response Count	5
Response Ratio	21.74%
Mean	4.60
Median	5.00
Mode	5
Standard Deviation	0.55

4. The recitation enhanced my understanding of the class material.



Statistics	Value
Invited Count	23
Response Count	5
Response Ratio	21.74%
Mean	4.00
Median	4.00
Mode	4, 5
Standard Deviation	1.22

Comments

What did you like best about the recitation instruction?

Comments
He was always prepared and engaging and definitely knew the material well.
He gave us freedom to do the activities on our own and if we needed help, he was more than willing to help clarify or validate our thought process.
He did clear my confusion multiple times.
He was very nice and transparent, something I really appreciated. If I ever had any questions about the material or test questions he was there and available very quickly.

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

Comments
I would focus more on explaining concepts involved in the activities we did, but I understand that it is hard to gauge student's knowledge over zoom
I would maybe do a brief "intro" to connect the information about what we learned in class to the activity we were doing that week in recitation.
Sometimes, he just throws us to wolves when the problems are hard. I wish he could start the problem or something and maybe work together on the problems. But, the assignments are graded easily.
Nothing really. Maybe no more breakout rooms, I wasn't a huge fan of that.

Remote Instruction and Learning Questions

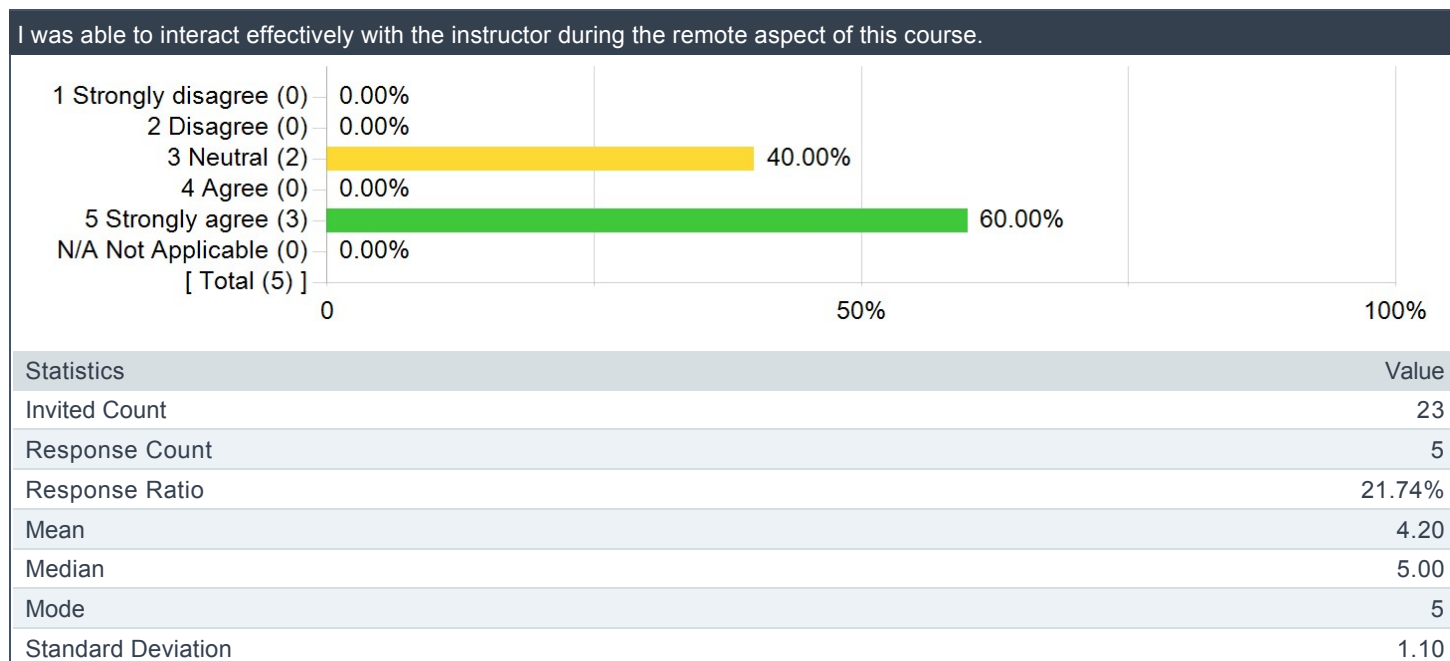
Instructor Interaction

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	1.10

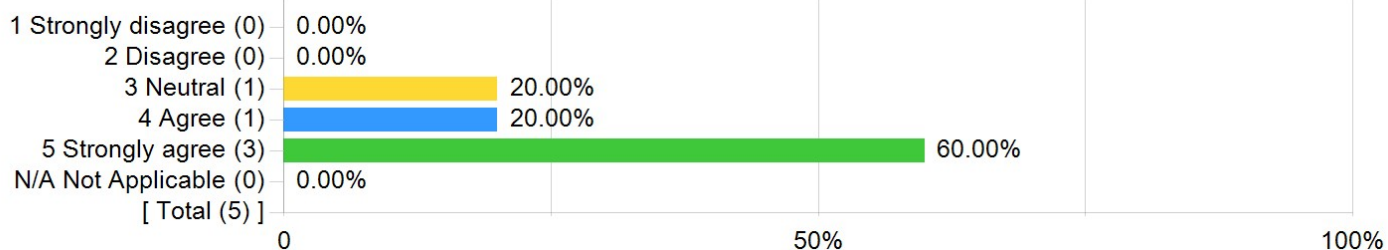
Course Resources

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	4.40	0.89

Instructor and Course Details



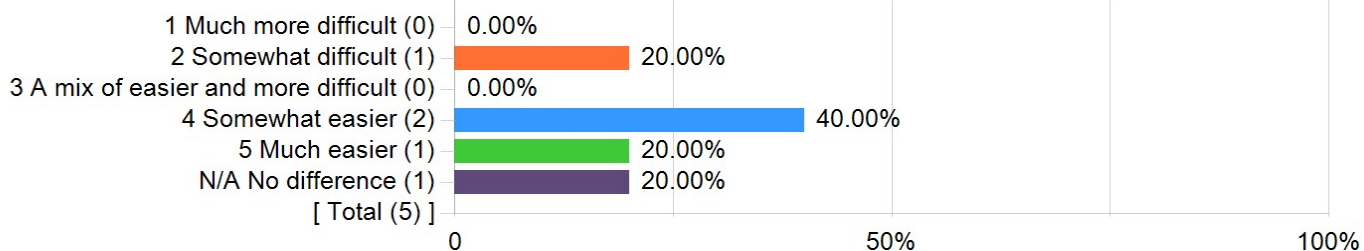
I had the resources I needed to finish my coursework during the remote aspect of this course.



Statistics	Value
Invited Count	23
Response Count	5
Response Ratio	21.74%
Mean	4.40
Median	5.00
Mode	5
Standard Deviation	0.89

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	3.75
Median	4.00
Mode	4
Standard Deviation	1.26

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

Students
This recitation is able to be taught remotely. It was great atmosphere to be taught online and had more of a one-on-one aspect without having to interrupt the instructor.
Doing a great job.
Ouch.

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	5	4.60	0.89

Details

