



Project Title: **2191 - Teaching Survey Fall 2018**

Courses Audience: **30**

Responses Received: **17**

Response Rate: **56.67%**

Subject Details

Name	ECON 0100 - INTRO MICROECONOMIC THEORY - 1513 - Recitation
DEPARTMENT_CD	ECON
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	19617
SECTION_NUMBER	1513
TERM_NUMBER	2191
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Taylor
Last Name	Weidman
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date: **Friday, February 22, 2019**

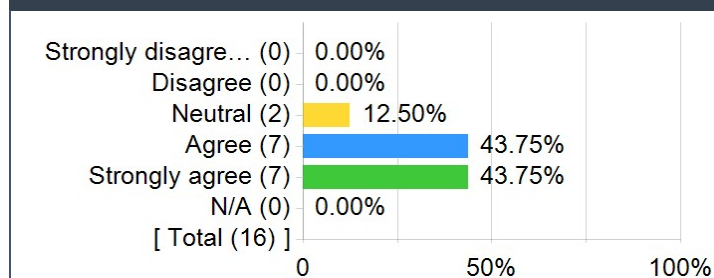
ARTSC Recitation Questions

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

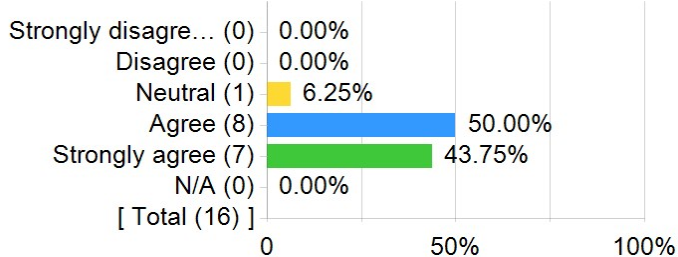
Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	16	4.31	0.70
The recitation instructor used appropriate examples to clarify difficult concepts.	16	4.38	0.62
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	16	4.19	1.11
The recitation enhanced my understanding of the class material.	17	4.12	1.11

Detailed Responses

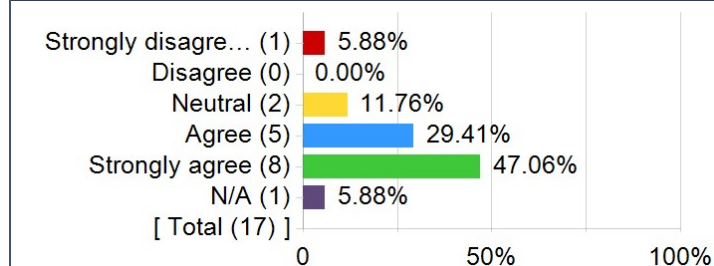
1. The recitation instructor was prepared for recitation.



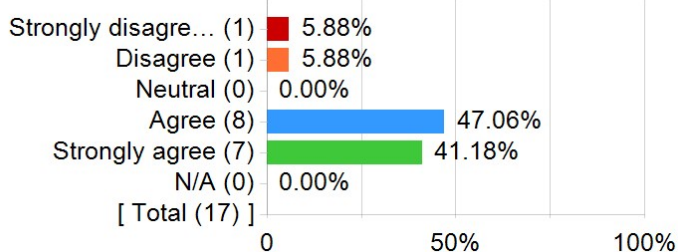
2. The recitation instructor used appropriate examples to clarify difficult concepts.



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.



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



Comments

What did you like best about the recitation instruction?

Comments
Taylor was super nice and made concepts much easier to understand. He went into depth on hard subjects on the board explaining his steps which really helped me understand how to do it.
Recitations were well organized. Information was presented very clearly.
He always had very good examples prepared for what was being discussed in class
Taylor was always enthusiastic about the material and really helped me better my understanding of the content material.
N/A
Taylor is obviously very knowledgeable and passionate about economics and was good at explaining complex concepts in an understandable way.
I liked the various activities and real life examples that really illustrated what we learned
I liked that Taylor was available for office hours frequently
The environment was laid back, and Mr. Weidman was very approachable when there was a theory or concept beyond comprehension.
Everything. Best TA ever
He went through examples in-depth that helped me gauge my understanding of core concepts.
We are free to ask questions and the examples helped me understand the material.
He helped me gain a better understanding of the material

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

Comments
He did go over time a few times so maybe find a way to plan your stuff just a tad better. I didn't mind and always stayed for the extra stuff, but most students didn't.
N/A
Sometimes the simulations would take too long and I felt like they were not as helpful. They were fun to do, but not as beneficial as practice problems.
More examples in layman's terms.
You clearly know a lot about Econ and are good at explaining it, but sometimes class goes off track. If you focus on the material and try to avoid things not related to the material like "recitation points" we would get more time covering the concepts in class and recitation would be even more helpful!
More worksheets
Taylor, read all of this. I give constructive criticism because you're a good guy and I want you to succeed.
He obviously knows what he's talking about, he's very proficient at economics and was able to answer all questions without hesitation.
He needs to work on his public speaking. He seemed very nervous the entire semester, and it doesn't help that our class was groggy and quiet from having to get up so early. A 10am class is brutal, way too early.
Taylor, you're smart. You know what you're talking about, so there's no reason to not be totally confident when you teach. I see a lot of potential in you. Learn some jokes or something, they don't even have to be good ones, just something to get people's ears to perk up and maybe even crack a grin. Let's be honest, some of the students really don't feel like talking or engaging at all. Find the students who do want to talk and actually care, and call on them. I'd try even a bit of banter on occasion. Ask if they watched the big game last night, or ask the class what they've been watching on Netflix lately. get a little bit of discussion going to wake them up. Do this for the first 5 minutes of class, and the students will open up to you. If you and your students can bounce off each other, everything will go much smoother in the classroom, the students will pay more attention, and everyone's happy.
Good luck, and Best Wishes
"You never get over stage-fright, you just get used to being afraid" –Eric Whitacre
Maybe more instances of having students come to the board with problems to solve, as well as assignments not electronically worked on or submitted.
Nothing
I thought the structure of this recitation was really helpful. It may be helpful to go through one homework question each week.
nothing
Try to keep the students more engaged