Summer 2021 - Taylor Weidman ECON 1100 - INTERMEDIATE MICROECONOMICS - 1100 - Lecture

University of Pittsburgh

Project Title: **2217 - Teaching Survey Summer 2021**

Courses Audience: **29**
Responses Received: **16**
Response Rate: **55.17%**

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.
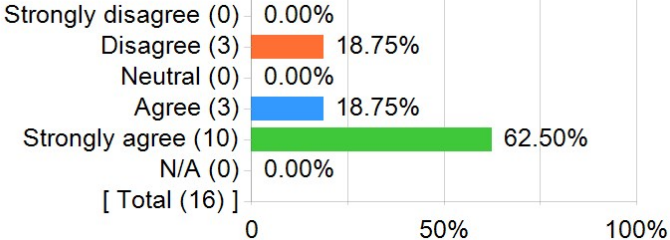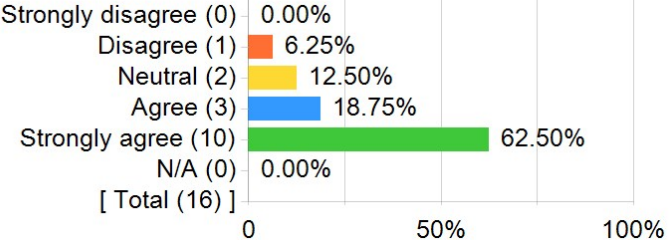
Dietrich School of Arts and Sciences Questions

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

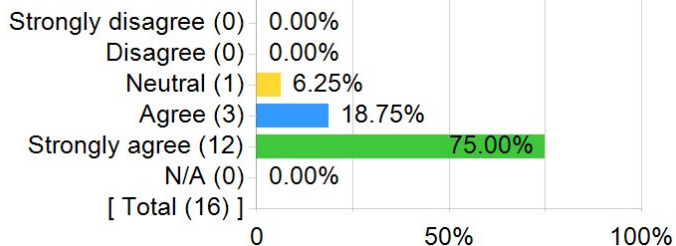| Question	Results		
	Response Count	Mean	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	16	4.25	1.18
The instructor was prepared for class.	16	4.38	0.96
The instructor treated students with respect.	16	4.88	0.34
The instructor was available to me (in-person, electronically, or both).	16	4.69	0.60
The instructor evaluated my work fairly.	16	4.56	0.89
The instructor provided feedback that was helpful to me.	16	4.50	0.89
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	16	4.38	1.02

Detailed Responses

1. The instructor created an atmosphere that kept me engaged in course content.

Strongly disagree (0) 0.00%
Disagree (3) 18.75%
Neutral (0) 0.00%
Agree (3) 18.75%
Strongly agree (10) 62.50%
N/A (0) 0.00%
[Total (16)]

Statistics	Value
Invited Count	29
Response Count	16
Response Ratio	55.17%
Mean	4.25
Median	5.00
Mode	5
Standard Deviation	1.18

2. The instructor was prepared for class.

Strongly disagree (0) 0.00%
Disagree (1) 6.25%
Neutral (2) 12.50%
Agree (3) 18.75%
Strongly agree (10) 62.50%
N/A (0) 0.00%
[Total (16)]

Statistics	Value
Invited Count	29
Response Count	16
Response Ratio	55.17%
Mean	4.38
Median	5.00
Mode	5
Standard Deviation	0.96

3. The instructor treated students with respect.

Response	Percentage
Strongly disagree (0)	0.00%
Disagree (0)	0.00%
Neutral (0)	0.00%
Agree (2)	12.50%
Strongly agree (14)	87.50%
N/A (0)	0.00%
[Total (16)]	
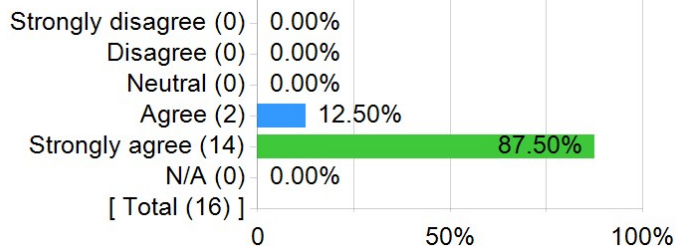
Statistics	Value
Invited Count	29
Response Count	16
Response Ratio	55.17%
Mean	4.88
Median	5.00
Mode	5
Standard Deviation	0.34

4. The instructor was available to me (in-person, electronically, or both).
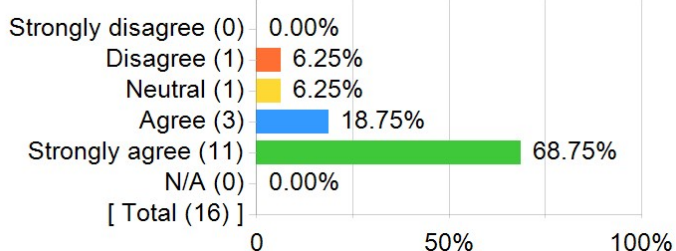
Response	Percentage
Strongly disagree (0)	0.00%
Disagree (0)	0.00%
Neutral (1)	6.25%
Agree (3)	18.75%
Strongly agree (12)	75.00%
N/A (0)	0.00%
[Total (16)]	

Statistics	Value
Invited Count	29
Response Count	16
Response Ratio	55.17%
Mean	4.69
Median	5.00
Mode	5
Standard Deviation	0.60

5. The instructor evaluated my work fairly.

Response	Percentage
Strongly disagree (0)	0.00%
Disagree (1)	6.25%
Neutral (1)	6.25%
Agree (2)	12.50%
Strongly agree (12)	75.00%
N/A (0)	0.00%
[Total (16)]	
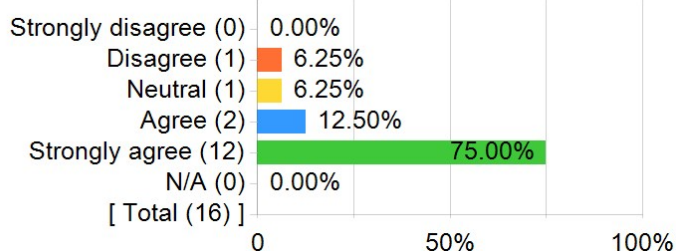
Statistics	Value
Invited Count	29
Response Count	16
Response Ratio	55.17%
Mean	4.56
Median	5.00
Mode	5
Standard Deviation	0.89

6. The instructor provided feedback that was helpful to me.

Response	Percentage
Strongly disagree (0)	0.00%
Disagree (1)	6.25%
Neutral (1)	6.25%
Agree (3)	18.75%
Strongly agree (11)	68.75%
N/A (0)	0.00%
[Total (16)]	

Statistics	Value
Invited Count	29
Response Count	16
Response Ratio	55.17%
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	0.89

7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.
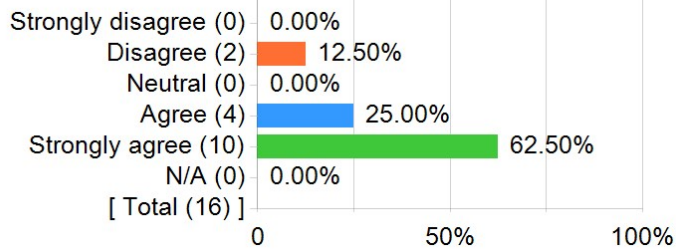
Strongly disagree (0)	0.00%
Disagree (2)	12.50%
Neutral (0)	0.00%
Agree (4)	25.00%
Strongly agree (10)	62.50%
N/A (0)	0.00%
[Total (16)]	

Statistics	Value
Invited Count	29
Response Count	16
Response Ratio	55.17%
Mean	4.38
Median	5.00
Mode	5
Standard Deviation	1.02

The standards the instructor set for me were:

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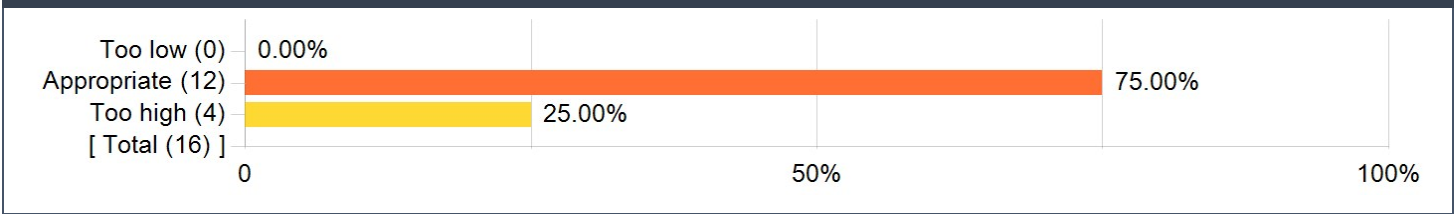
Too low (0)	0.00%
Appropriate (12)	75.00%
Too high (4)	25.00%
[Total (16)]	

How many hours per week did you usually spend working on this course outside of classroom time?

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Less than one hour (0)	0.00%
One to three hours (2)	12.50%
Four to six hours (6)	37.50%
Seven to nine hours (5)	31.25%
Ten or more hours (3)	18.75%
[Total (16)]	
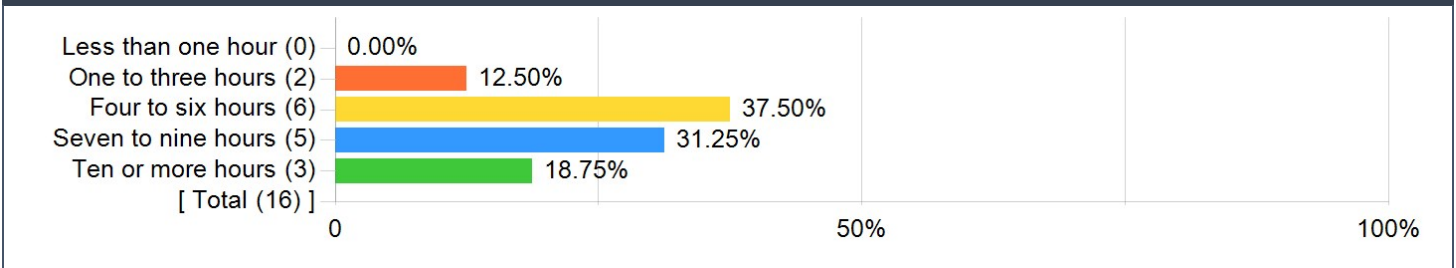
Comments

What did you like best about how the course was taught?

Comments
Dr. Weidman used many different methods to help us learn. I did like that the lectures were recorded which allowed me to watch them at my own pace and rewind as many times as necessary. Also, I appreciated the notes and the demos that were posted that helped me learn in different ways. Dr. Weidman also put a lot of effort into making sure that we were keeping up with the material every week instead of letting us get behind which helped with the pacing of the material. Also, reviewing all of the assignments helped me grasp concepts more so than just lecture would have done.
The teacher is one of the best teacher I met.
I like the asynchronous lectures and a designated time to ask questions about the homework and work through confusing topics in a group setting. I also found it helpful to go over the homework and tests right after submitting them, I found the information really stuck with me when I was able to correct my work and review what I got right and wrong while the information was still fresh in my head.
The lower stakes of the mini exams.
I liked how he had HW Demos that actually showed you how to do the steps for our assignments (the Demos weren't perfectly the same, but they taught us the general steps for how to do each problem). I liked how he also posted videos each week going over the theory and concepts behind each question.
I liked how the class was set up. It helped me succeed I think. The homework, demos, video tutorials, and weekly check–ins helped me do a lot better on the exams. The professor was also willing to meet with me for extra assistance on classwork. The professor took into account any advice given for extra help on the homework to better prepare for the exams. Professor Weidman took the extra step of even going over extra example problems/demos before we took the weekly exams. The professor knew the material was tough, but would spend extra time giving us ample amounts of problems for the exams and homework. The professor explained the class notes in a very detailed way to better help the students understand economic concepts. Overall, very good job teaching Professor Weidman. Professor is also very friendly to all students and always willing to help us.
I liked the grading policy and check–ins.
Focused more on understanding the topics vs teaching to pass a test.
Going over homework before exams
Taylor was nice and put alot of effort into the course. I think the idea of teaching a flipped course can have some big pay offs.
Mr. Weidman is very passionate about econ and was very helpful in answering questions about the course content.
it had lots of practice questions
Preparing enough time on lecture videos and homework demos.

If you were teaching this course, what would you do differently?

Comments
Not much, I think this course was taught as best as a course like this could be taught.
I would do absolutely nothing differently. Taylor made it a fun learning experience and made the information accessible and understandable, especially for a difficult topic like this. Cannot say enough good things
Taylor did a great job at structuring this course. This was honestly the first time I understood the material taught in this class and felt like I can succeed.
I think for a six week accelerated course Professor Weidman did a really good job, especially with such tough teaching material for economics.
The first time I took this course, the professor said this course was too intense to teach asynchronously, so I don't know why Taylor chose to teach it that way. It was frustrating because he took a long time each week to upload lectures despite the homework being released already so we were forced to wait for him and his schedule to start the homework. Which is not fair for us. Additionally, he never made announcements whenever the lectures were up, just for us to furiously refresh and find out. The worst part about this class was the amount of time it took for us to get our grades back, and it was so inconsistent. What's the point of a grade if he's too busy to grade the material? Going into the final Friday Sunday before class, based on the grading policy, upwards of 60% of the grade was still ungraded. That's not fair to students, the anxiety it produces, it's just not fair. Taylor often said he would do things that he wouldn't or would take him several days or a week to do (it's a summer session, several days/week is a very long time). I just didn't see any type of empathy towards the students as far as getting grades out on time, remaining transparent or when things would be released. It was always at random.
Instead of check–ins. Have one class day/week be about asking questions for a full 2–3 hours.
Require more class participation and make lectures synchronous
In general the math on the mini exams was more difficult than the math in the homework or the tutorials. Specifically the complexity of the utility functions. I would have reversed this so that the miniexams had covered the same economic ideas as homework, but with easier math, since there was a time limit on the miniexams. The tutorials and demos could have been better aligned with the homework and the homework could have been better aligned with the miniexams. The video tutorials could have been better prepared. For example writing out the questions that are going to be answered and writing out the notes before time. Providing more example problems. For example if there were homework assignments from previous times this course was taught sharing those and the solution key would have been helpful. The grading could have been done faster. This wasn't the instructors fault but in general the technological issues involved with having a remote class made a number of aspects of the course more difficult. The University of Pittsburgh could do a much better job helping students and instructors use the online equipment, also just getting the equipment to work.
More theory, less math follow–along
I would go through questions more in depth

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	15	4.60	0.83

Details

The instructor creates an inclusive learning environment for all students.

1 Strongly disagree (0)	0.00%
2 Disagree (1)	6.67%
3 Neutral (0)	0.00%
4 Agree (3)	20.00%
5 Strongly agree (11)	73.33%
[Total (15)]	

Statistics	Value
Invited Count	29
Response Count	15
Response Ratio	51.72%
Mean	4.60
Median	5.00
Mode	5
Standard Deviation	0.83