



Fall 2020 - Taylor Weidman ECON 0100 - INTRO MICROECONOMIC THEORY - 1795 - Recitation

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

Courses Audience: **23**
Responses Received: **12**
Response Rate: **52.17%**

Subject Details	
Name	ECON 0100 - INTRO MICROECONOMIC THEORY - 1795 - Recitation
DEPARTMENT_CD	ECON
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	26443
SECTION_NUMBER	1795
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 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.

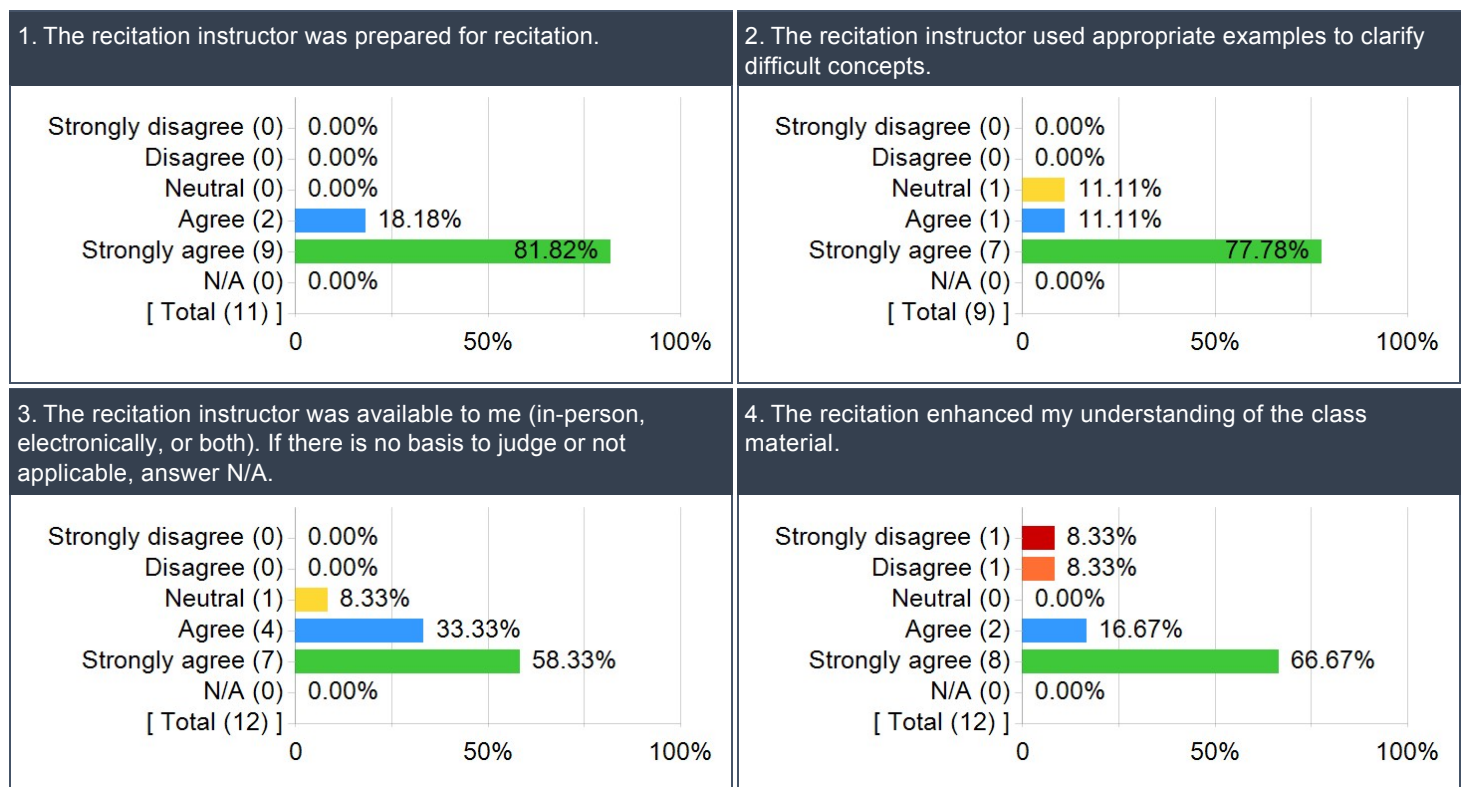
Creation Date: **Friday, December 25, 2020**

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.	11	4.82	0.40
The recitation instructor used appropriate examples to clarify difficult concepts.	9	4.67	0.71
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.	12	4.50	0.67
The recitation enhanced my understanding of the class material.	12	4.25	1.36

Detailed Responses



Comments

What did you like best about the recitation instruction?

Comments
He was very helpful and easy to talk to
I thought Taylor was extremely reasonable regarding our understanding of our material. He knew how to answer every question and was very knowledgeable about how to present it to students. He helped me on countless occasions and would answer every question with the same enthusiasm whether it was a high level concept or something basic.
He was very understanding and truly tried to answer your questions. He made a welcoming learning environment.
It gave a good opportunity to apply what we were learning to make sure we understood the content.
doing the weekly recitation activities with a group
he was very helpful in helping you figure out questions for gradescope and would let you know if you were a correct path for a specific question
Taylor did a great job in helping me actually understand the material.
He was very welcoming to any questions we had on the course concepts.
The review before the activity can be helpful
Taylor was very friendly and relatable. He did his best to explain any concepts that we may not have grasped entirely in a manner that made sense to me.

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

Comments
I don't think this is Professor Weidman's fault, but I did often feel as though that I would be understanding the material in class, but when it came to the recitation, I understood nothing.
I would do the problems together instead of in small groups
I thought that the strict submission deadline was difficult at times since groups work at different paces, but I understand that this was only implemented due to other students cheating so it is tough to criticize.
Not use breakout rooms and work through stuff together. There were often times I got placed in a breakout room where no one talked and I never understood the material or how to solve the problems.
I thought that having the instructor come into breakout rooms to explain questions we had was more effective than going over the answers quickly at the end of class.
not sure, maybe making the recitation not graded because it more stressful and less helpful
n/a
nothing
I am not a fan of the new recitation format. We barely have enough time to complete overly difficult activities. The point of this new format was to help students improve their grades. However, I am doing quite well in the class and I feel that these activities are hurting my grade. Additionally, it would be beneficial if our TA could provide more detailed and specific help during class. Usually, I sit in a breakout room for 30 minutes completely confused with no help. This must change in the future.
I think I would've taken more time to explain certain concepts, but as a whole I think that Taylor did a fantastic job.

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.

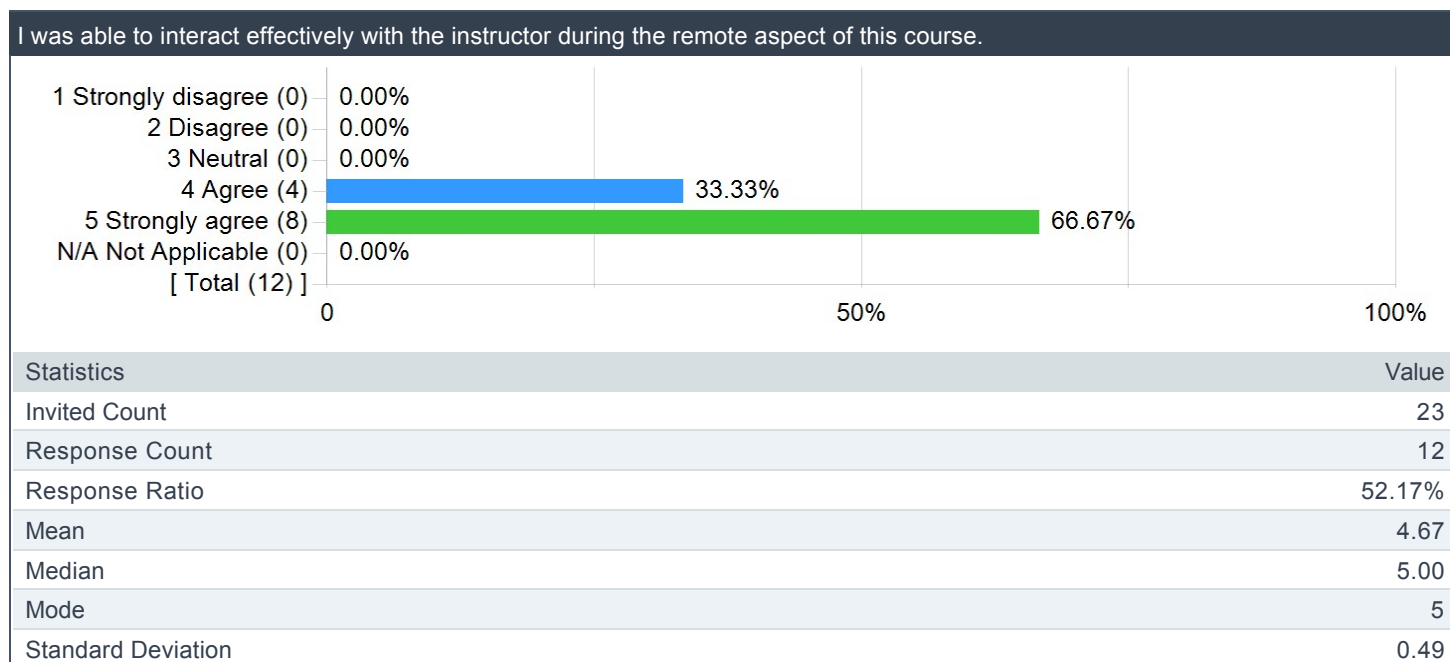
Instructor Interaction

Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor during the remote aspect of this course.	12	4.67	0.49

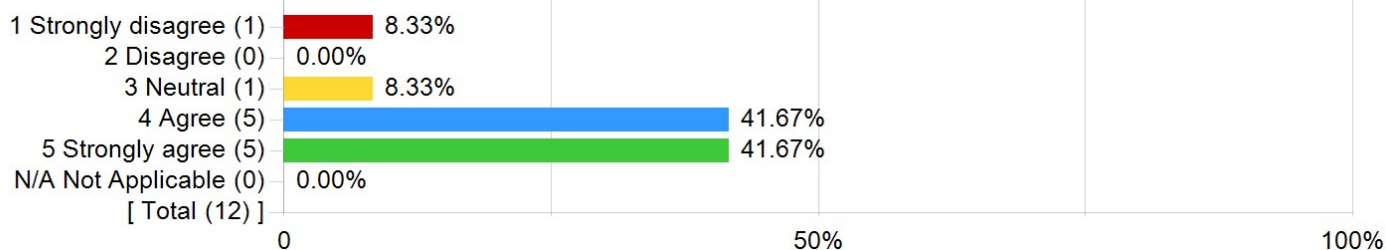
Course Resources

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework during the remote aspect of this course.	12	4.08	1.16

Instructor and Course Details



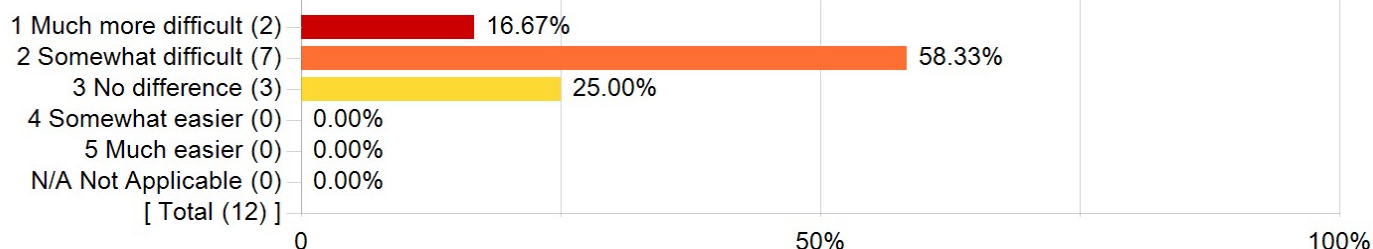
I had the resources I needed to finish my coursework during the remote aspect of this course.



Statistics	Value
Invited Count	23
Response Count	12
Response Ratio	52.17%
Mean	4.08
Median	4.00
Mode	4, 5
Standard Deviation	1.16

Level of Difficulty

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



Statistics	Value
Invited Count	23
Response Count	12
Response Ratio	52.17%
Mean	2.08
Median	2.00
Mode	2
Standard Deviation	0.67

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

Students
Its much more difficult to keep up with things.
It is hard to learn a topic like economics online, at least to me
n/a
It isn't as ideal as in person, but I understand it
I think we should have the option to change our grades to pass/fail because of remote learning.