



Dear Professor Shane Redman:

## Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for AMERICAN POLITICS(PS-0200)-1025.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

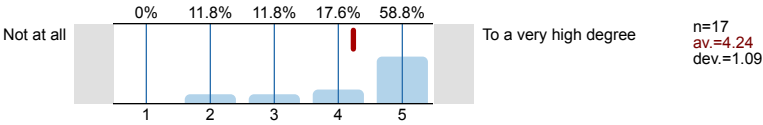
# Professor Shane Redman

AMERICAN POLITICS(PS-0200)-10252151\_UPITT\_PS\_0200\_SEC1025  
Fall 2014  
18 RESPONDENTS = 72% OF NUMBER REGISTERED

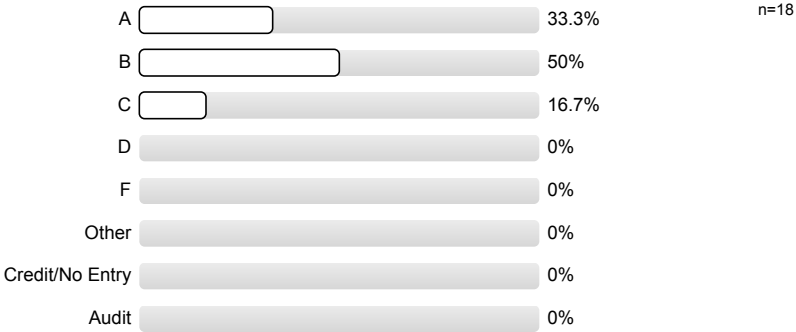


## 1. SELF RATINGS

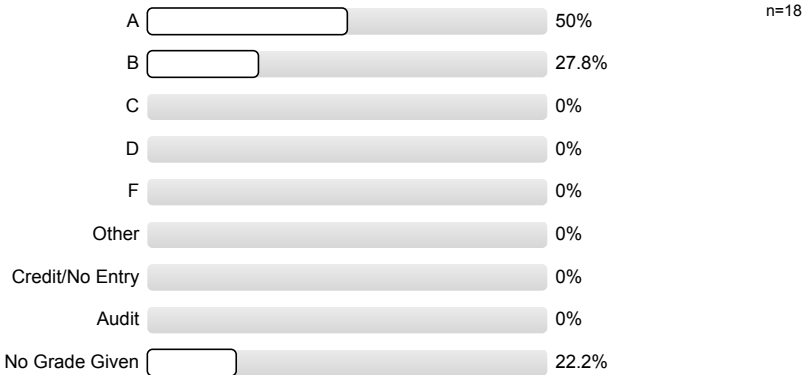
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in the course?



1.3) What grade do you expect in this recitation?

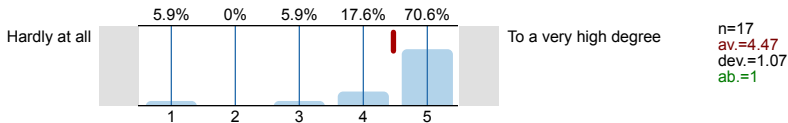


1.4) What percent of the recitations did you attend?

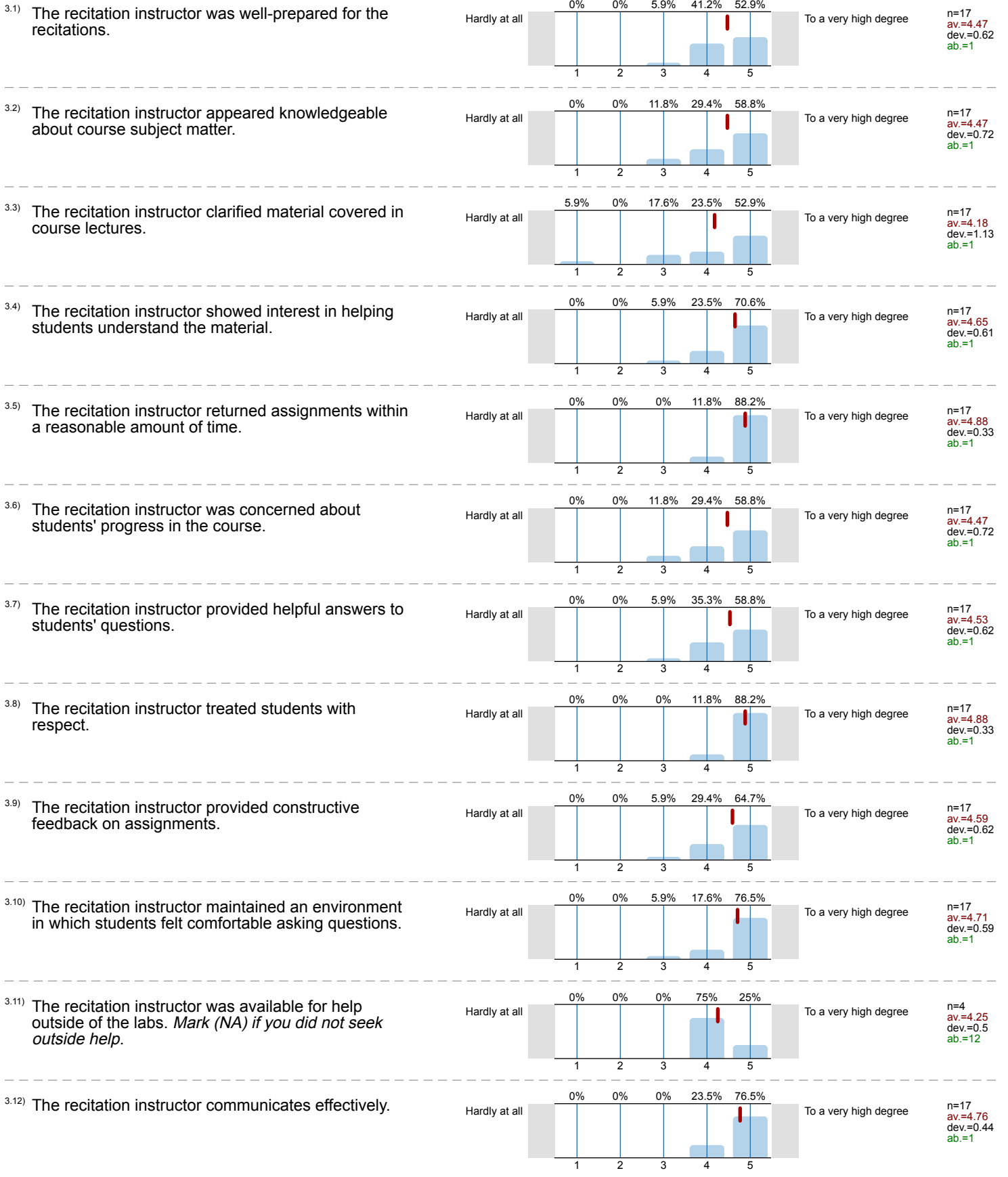


## 2. COURSE AND RECITATION

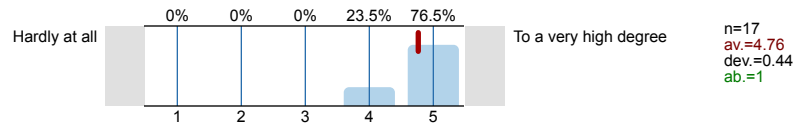
2.1) The material covered in recitation is well connected to the lectures.



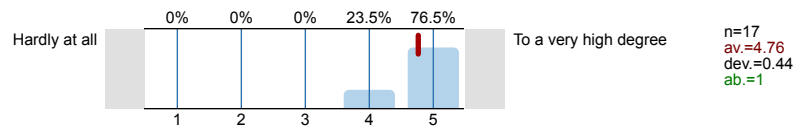
### 3. RECITATION INSTRUCTOR TEACHING EVALUATION



3.13) The recitation instructor comprehends students' communication.



3.14) The recitation instructor led this recitation effectively.



3.15) Would you recommend this recitation instructor to other students who are going to take this course?



#### 4. RECITATION COMMENTS

4.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- Enthusiasm is fantastic, must be hard to ask questions and see 15 blank faces not responding.
- He does well in covering the slides we have for class, and going further into the topics that the professor does not fully cover. He also did a great job of motivating our class to do well on exams by rewarding us with food for doing well on exams.
- He was knowledgeable in what he taught so it was an effective way to learn. His personality was very approachable which was easy to ask questions in class or after.
- He was very good at clarifying and going into detail about things in lecture.
- I always felt more knowledgeable on the material learned in recitation then the material learned in the actual lecture. The material was presented clearly and concisely. The powerpoint were helpful for not only understanding the material but useful when preparing for the exam.
- I really enjoyed how organized his slides were and their availability to us. everything was very explicitly told to us which was very helpful
- PowerPoint slides were very effective.
- Shane was very good at keeping us updated with our learnings and how they related to the current problems in American Politics.
- The powerpoints were extremely helpful in preparing for the exams. In addition, going over the exams question by question helped in understanding what kinds of things I struggled with and aided me in studying for following exams.
- The summarization of the lecture and book material was incredibly beneficial to me personally. Moreover, he was on point in terms of discussing topics that presented themselves more prevalently on the exams, which was generally a tad more challenging or tedious to remember.
- Understanding of student issues with the course. Knows a pretty good amount of info about American Politics.
- When inquiring about specific issues Shane was not only quick in responding, but really gave attention to my email and helped with my questions.
- You are always very prepared for recitation and are thorough in your explanation of material. You are also very fair and helpful when questions about exam grades are asked. Your care and concern for students to succeed is evident. You are also encouraging of students, which is something remarkable since it is definitely not in the typical role of TA to be. Furthermore, you were very persistent with helpful reminders about exams and material. You are also accountable for what you say you will do. When you needed to needed to clarify a point with the professor you made sure to do so and tell the class promptly what you gathered. Overall, I think you did a fantastic job at aiding the students in this course.

4.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- Do not make power-points the bulk of your teaching, they have their place, but it's just not an effective way to learn for most kids. Try to make a brief slide for each point you are covering, in which you elaborate upon it with your own words. This makes the students have to be

attentive to catch the details of the class

- I liked when we were given exercises as a group where we had to work with other classmates, so definitely more of those. They help us apply what we have learned and allow for a change of pace from just a lecture.
- I think that more groupwork in recitation would be greatly beneficial. I think the more minds that discuss something, regardless of biases, generally come to favorable conclusions in terms of application and understanding of the material, and topics are generally discussed with regard to some group or body of individuals.
- I think the recitation actually went smoothly enough he can continue to run it in this manner.
- Maybe switching up the manner of the slides/ nature of the recitation to keep students interested
- More visual or auditory stimuli.
- N/A
- Nothing. Keep up the good work!
- Since the slides were not all made by him it seemed like sometimes he was reading them for the first time to our class and did not fully know how he was going to present the material to us, though it was clear he knew what he was talking about.
- Sometimes the information seemed a bit rushed, but I understand that you had to present a large amount of information in a small amount of time.
- To carry on with what he's doing.
- Why is new information covered in recitation in this course? Recitation should be an overview of what was discussed in lecture.
- felt like coming to recitation wasn't really necessary because he just read off the powerpoints and posted them online later. if attendance wasn't mandatory, I probably wouldn't have attended recitation

# Profile

Subunit: **A&S-POL SCI LOWER LEVEL**  
 Name of the instructor: **Professor Shane Redman,**  
 Name of the course: **AMERICAN POLITICS(PS-0200)-1025**  
 (Name of the survey)

Values used in the profile line: Mean

## 1. SELF RATINGS



## 2. COURSE AND RECITATION



## 3. RECITATION INSTRUCTOR TEACHING EVALUATION

