University of Pittsburgh

Spring 2017 - Instructor Report for Morgan Thompson

HPS 1602 - RACE; HIST BIOL PSY PHILOSOPHY - 1020 - Lecture

2174 - Teaching Survey

Total Enrollment 30
Responses Received 27
Response Rate 90.0%

Subject Details	
Name	HPS 1602 - RACE; HIST BIOL PSY PHILOSOPHY - 1020 - Lecture
DEPARTMENT_CD	HPS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	29879
COURSE_NUMBER	1602
SECTION_NUMBER	1020
TERM_NUMBER	2174
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	30
First Name	Morgan
Last Name	Thompson
RANK_DESCR	Teaching Assistant
FIRST_GRAD_TERM_START_DATE	26-AUG-2013 00:00:00
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Evaluation

- Overall Summary of Results
- Detailed Results

Student Self Report (if applicable)

Creation Date Thu, May 04, 2017

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Instructor Summary of Results

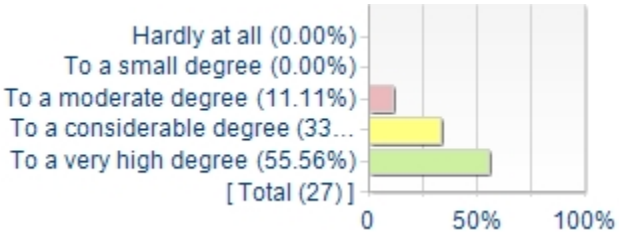
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor presented the course in an organized manner.	4.44	27	0.70
The instructor stimulated my thinking.	4.41	27	0.75
The instructor evaluated my work fairly.	4.59	27	0.64
The instructor made good use of examples to clarify concepts.	4.37	27	0.79
The instructor maintained a good learning environment.	4.70	27	0.61
The instructor was accessible to students. (Do not answer if no basis to judge.)	4.75	24	0.53

Instructor's overall teaching effectiveness

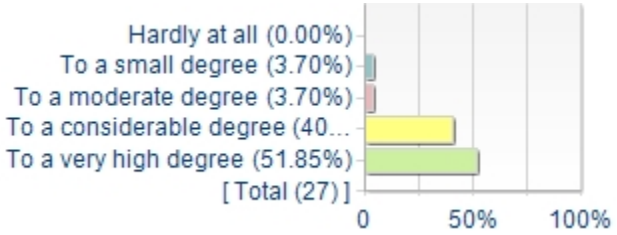
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness:	4.26	27	0.90

Instructor Evaluation: Detailed Results

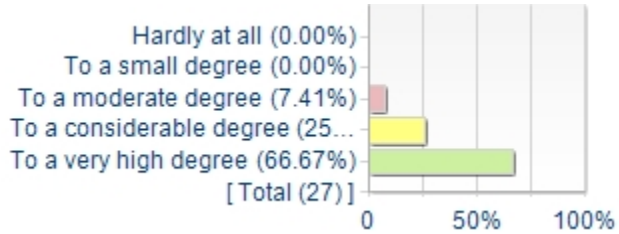
1. The instructor presented the course in an organized manner.



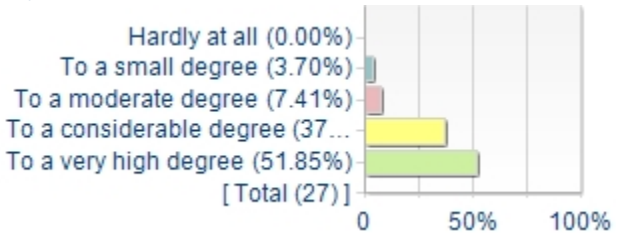
2. The instructor stimulated my thinking.



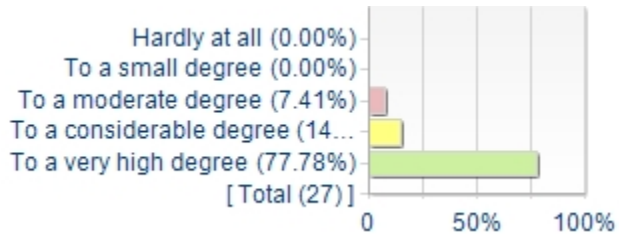
3. The instructor evaluated my work fairly.



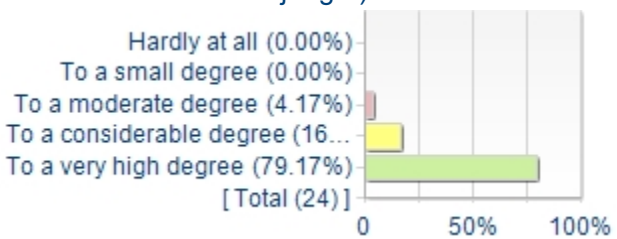
4. The instructor made good use of examples to clarify concepts.



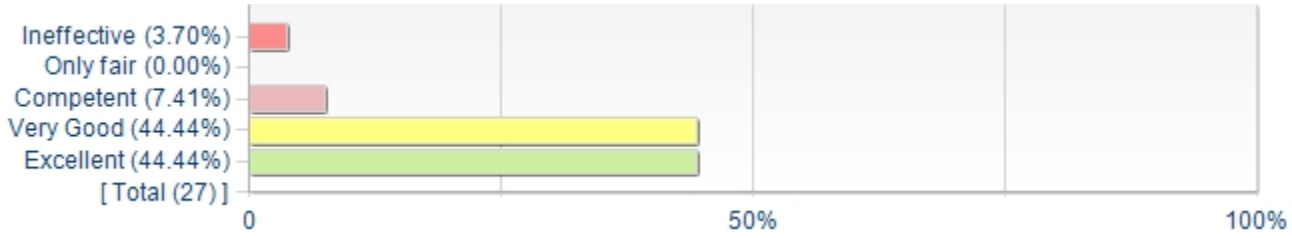
5. The instructor maintained a good learning environment.



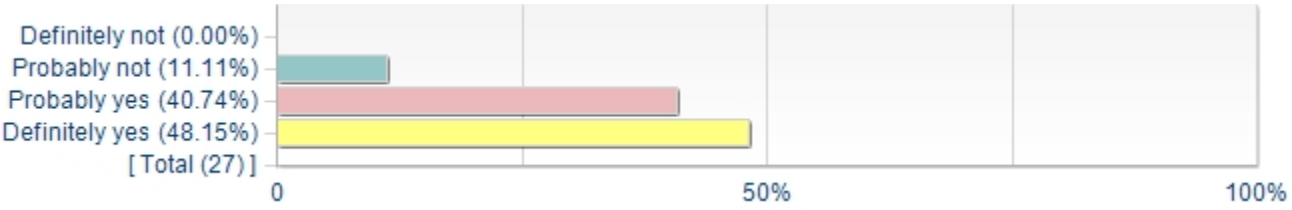
6. The instructor was accessible to students. (Do not answer if no basis to judge.)



Instructor's overall teaching effectiveness:

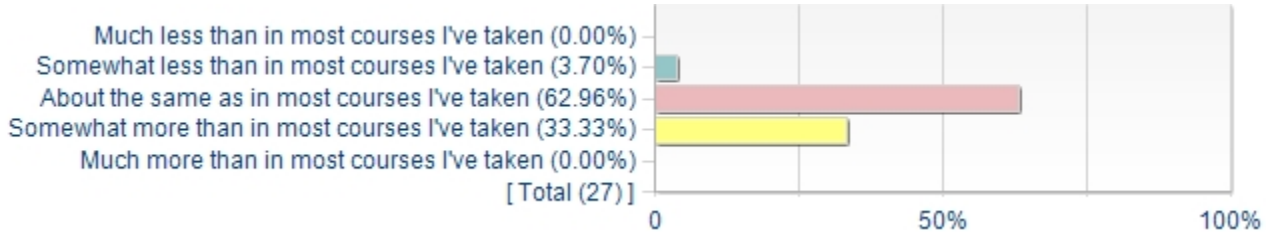


Would you recommend this course to other students?

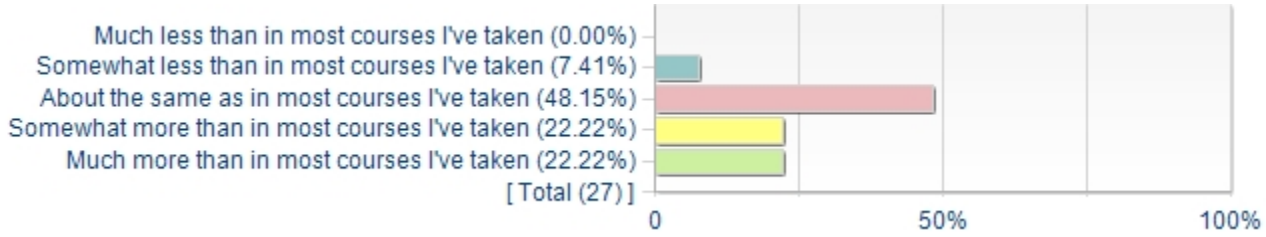


Would you recommend this instructor to other students?

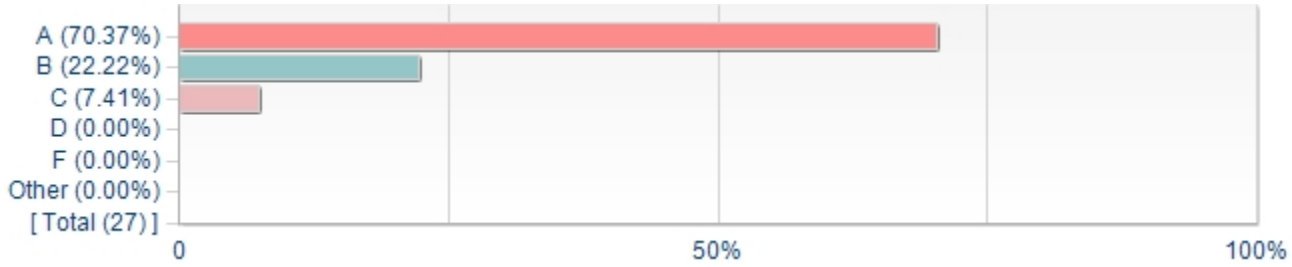
Compared to other courses at the same level, the amount of work I did was:



In this course I have learned:



The grade I expect in this course is:



University of Pittsburgh

Spring 2017 - Comment Report for Morgan Thompson

HPS 1602 - RACE; HIST BIOL PSY PHILOSOPHY - 1020 - Lecture

2174 - Teaching Survey

Total Enrollment 30
Responses Received 27
Response Rate 90.0%

Subject Details	
DEPARTMENT_CD	HPS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	29879
COURSE_NUMBER	1602
SECTION_NUMBER	1020

Report Comments

Responses to open-ended questions

Creation Date Mon, May 08, 2017

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What were the instructor's major strengths?

Comments
able to clarify difficult concepts and break down philosophical language
AT large, Morgan is the best instructor of philosophy I have had at the University of Pittsburgh. She excels not only in her comprehension of the assigned material and nuances entailed in readings, but also in her familiarity with pertinent outside material/sourcestes. I can confidently say her dedication to students is unparalleled; her design of class rules, syllabus, and constant efforts to encourage and maintain active student participation are remarkable. I believe one of her greatest strengths is her dedication to inclusive pedagogy; Morgan actively demonstrates - via her design of course and syllabus, moderation of student discussion, and teaching style - an adeptness in maintaining a healthy learning environment I believe sets a paradigm example for even senior faculty to learn from. She, moreover, is always willing to foster and continue discussions outside of class and provide ample learning resources should students desire. I am also aware of her dedication to helping struggling students, and how she constantly ensures her pedagogy is such that non-majors as well may effectively participate.
Facilitated class involvement in discussion. Strong understanding of course material.
She was understanding and considerate of people who are anxious about participating. The class discussions were extremely helpful in further understanding the reading material. She was non biased and very good at facilitating good thought provoking discussions. She's very good at listening and taking feedback as well as helping students with time efficiency.
Morgan was a very nice teacher and she always had a smile on her face and evaluated all of my work very fairly
good use of examples, prepared powerpoint
The instructor was good at facilitating discussion, maintaining an inclusive environment, and giving students autonomy in what would best help them learn. She was overall kind and understanding of students and their situations.
Very thought provoking, engaging, and helpful!
Morgan has worked very hard to create a classroom environment that is safe, inclusive, and respectful. She has pushed people to truly listen to one another and respond adequately to others. Additionally. Morgan helps people understand the importance of reading academic literature and how to synthesize these works and use them to then enter the conversation yourself and add something new to the mix. She is approachable and fair, but has high expectations of us and definitely pushes us to think critically. In short, she creates a great learning environment in which students think critically and push each other to think of new things and to think of things from different perspectives.
Morgan is very knowledgeable about race and philosophy so it helped when I did not understand something. She also was laid back and understood that not everyone was at outspoken as other students so she did not force everyone to participate so I was comfortable in class. She is helpful with her feedback and will give suggestions when needed. She was pretty organized throughout the course.
She was highly organized and it was clear that she knows what she is talking about.
– Maintaining positive learning environment - Prompting discussions within the classroom - Clarifying concepts before allowing for informed discussion
Class was organized and I liked how we had weekly reflections in place of tests.
Very organized, available, and provided interest content to discuss.
Very approachable as well as very helpful. The various types of activities were fun. Also actually considers suggestions from students (e.g. shifting reflection due time)
She was really passionate about what she was teaching and was very good at leading group discussion. Race can be a tricky topic and she was very sensitive and informative about discussion and race in the classroom.
Morgan was very organized and very concerned with keeping a good learning environment for all students, more so than just about any other professor I've had.
I thought she did a great job at stimulating class discussion and keeping an open mind to new␣ifferent ideas. She evaluated assignments fairly and kept the class interesting and relevant.
Very flexible and trying to accomidate all students.
doesn't stop trying to stimulate discussion, always tries new ways to teach doesn't only lecture, uses games to prove points, interactive activities

Comments
very helpful when we are in need of extra time for assignments and is aware that her class is not the only class we have to worry about
I really enjoyed how organized and clear Morgan made everything. She was extremely thorough with her instruction and always made her students feel like they had control over how she was giving instructions. She was also very varied in her teaching which was extremely helpful when it came to staying engaged during class. She made her lessons accessible to every type of learner which I really appreciated, and she made the environment extremely inclusive. I never felt nervous or pressured to talk in large groups, and she gave me plenty of opportunities to speak in smaller groups where I, and I think many of my peers were more comfortable.
She is very knowledgable on the topics presented and is very passionate. She is also very willing to listen and help students if they ask for help˃ssistance. She provides good feedback on assignments.
Very good at organizing class time, preparing fun and thought provoking class activities. Great at facilitating exchanges between students

What were the instructor's major weaknesses?

Comments
–-
Inability to stop some students from monologuing.
Sometimes she would rely a little too heavily on class discussion when no one wanted to participate, which is understandable really because we all should be trying to contribute for our own sake. Honestly, she doesn't really have any others that I noticed.
harsh grader
The instructor's lessons could have perhaps been more organized although because the lectures were largely discussion based, this did not hurt the class.
None
I can't think of any notable weaknesses.
She knew that this class was a class with students who never took philosophy before so I think she should have taken that into account for the weekly reflections. The articles we had to read were sometimes very challenging and hard to understand when you have never read philosophy before and that made it hard to write 350 words about the article that you did not understand. Also, making announcements about the syllabus would have been helpful, especially closer to the date when she did change readings for it. It would have been nice to be reminded of that. Another thing is she did not give us much guidance for the paper and people who have never written a philosophy paper were struggling, so just paying attention to the newbies would have help me in the course.
Maybe that she tries to change up the activities so often that it made me unsure of our topics/themes because there was no set power-points or anything but it really wasn't an issue.
– Misunderstanding our proficiency and level of knowledge of philosophy
i dont know
Morgan is really nice, but is kind of meek and occassionally when discussing something difficult it seemed like she felt awkward, which isn't ideal when other people also feel that way.
sometimes the discussions could be taxing, but overall no weaknesses.
There were not many weaknesses. I believe she could be slightly more organized, but that is just my opinion. I am used to very structured classes and this class was a little more creative and free than I am used to, but that is not bad, just different.
I can't think of anything, Morgan did a great job.
I haven't noticed anything about the professor that hindered my learning.
n`
she could be more stern when it comes to calling on people to speak even though she doesn't like to put people on the spot
I wish sometimes Morgan had been more clear with her grading policies. Occasionally, I would do poorly on a weekly reflection and honestly had no idea why. Even the feedback she gave back sometimes wasn't that helpful because I felt like I was hitting similar points in reflections that I had gotten full points on.H However, Morgan is very clear on her full rubrics that she hands back for projects.
Sometimes she graded a bit more harshly than expected, especially in the beginning of the course. Even though the course is an upper level course, it does not require pre-requisite philosophy courses, and she acknowledged that not everyone has taken a philosophy course before and that it is not all of our majors or intended majors. However, while she knew all of this, she didn't teach us how to properly analyze and read a philosophy paper until early February.
Sometimes stumbled to find words for what she wanted to convey, easy to fix though, just a minor weakness.

What aspects of this course were most beneficial to you?

Comments
Readings, class discussion (with Yoda), the instructor in particular, atypical projects (podcast), term paper feedback
Readings.
Overall, I have gotten a much better sense of understanding all the aspects of race through the organization of material and the readings chosen. I think this not only was beneficial on an academic level of understanding but a societal level that I can use to apply and interpret social and real life conceptions of race. Also the required meetings and project outlines with feedback were very helpful.
Weekly reflections were beneficial becasue they really gave us a chance to interact with the material.
the interactive discussions were beneficial
The course was most beneficial in that it exercised critical thinking and logic and applied it to real life. Students were able to make connections between course content and current events and to freely discuss these connections among each other.
Being opened up to new perspectives and theories that I hadn't been exposed to previously.
– Learning how to read academic literature and synthesize them - learning how to make use of historical accounts - theories concerning race and knowing the relevant scholars
The one on one meetings about the paper and the projects were beneficial because I could tell her my concerns or ideas and she would help me work through them.
The many viewpoints presented on race throughout the course.
DISCUSSION. I loved the discussions in this class, and prompted me to re-evaluate my beliefs and ideas.
having weekly reflections made me actually read the assigned readings
The readings and class discussions really stimulated my thinking.
My critical analysis skill has improved. Also reading various kinds of material broadened my scope of academic writing.
I really enjoyed discussing the essence of race, and hearing other peoples' views on the subject. It was enlightening.
A discussion of race like what we do in this course is incredibly important, politically, for all of us.
The discussions that I had with the professor and my fellow classmates. Her weekly reading response assignments also helped develop my critical reading and writing skills.
The projects and open discussion. Allows for in depth analysis of information.
race is a very prominent issue in the united states, so it was useful to learn about different ways to think about race and racism
I really liked her feedback on my philosophy term paper among the feedback she gave on our other projects, such as the podcasts. It has helped my research skills improve. I also have gained a bit more experience in developing a philosophical argument.
The group discussions, with the entire class and in smaller groups.
The dissection of reading material in class. This helped make understanding of material much easier and thorough

What suggestions do you have to improve the course?

Comments
smaller group discussions will help all students in the groups talk because bigger groups tend to have a group of students that don't talk maybe have people form small groups and each one presents on paper per class as a summary and show how they understand the material prior to teacher's lecture
More small group discussions.
I would say to make the responses due at a later time but this was accommodated early on in the semester. Maybe give more feedback as to why a person received less than a 3 on responses. Maybe more guest speakers or the opportunity to attend race related events and speeches for extra credit?
More small group discussions
i would suggest cutting the weekly reflections or making them not as in-depth. they have been very time-consuming, especially with the lengths of the readings.
Perhaps to expand the areas this course discusses since a bulk of it focused on the reality of race
Maybe add a few more in class assignments and informative powerpoints to ensure understanding of all of the readings.
Paying attention to new students who have never taken a philosophy or HPS class, guidance for the paper
Maybe just create more clear sections of topics but overall it was a pretty good course.
Involve more structured discussions. Maybe even have students submit questions they would like to discuss throughout the course.
i liked the videos we watched in class
I think less people would improve overall participation.
maybe a little more small group discussions. Sometimes I think it is easier to have a quick group discussion, then move to the overall large group discussion.
I would say limit readings to once a week, and maybe have a quiz on the last day of the week to access what the students have comprehended and learned.
Attempts to have the class span all four subject areas (History, Biology, Philosophy, and Psychology) made it difficult to dive very deep in any one area. I feel like the contemporary socio-political movements to promote racial equality, such as the civil rights movement leading up to the current Black Lives Matter movement, were condensed to way less time than most of us would have liked to spend on them. Of course, weɼ always prefer to talk about specific issues that effect our lives today, but I really think it would have been better to spend more time talking about things like contemporary police brutality and segregation.
Maybe make the reading responses due anytime before the class in which that reading is discussed.
n˒
spend more time on current issues and how to combat racism
Honestly, there's nothing I would do to improve this course. Morgan is a great teacher; she is always organized, very open to questions, accepting of all her students and the way they learn, and is very fair in all her methods. She may be rather quiet but she is a strong presence in the classroom and I never feel bored or unengaged in her class.
I think going over how to read and analyze philosophy papers and texts during the first week or so would be beneficial. Also, it would be nice to have discussion on the papers before we have to write our responses because sometimes I don't know what the authors are trying to say, so my responses are negatively affected by my lack of knowledge/understanding.
None whatsoever

University of Pittsburgh

Instructor Report for Morgan Thompson

HPS 0613 - MORALITY AND MEDICINE - 1300 - Lecture

2171 - Teaching Survey

Total Enrollment 30
Responses Received 19
Response Rate 63.33%

Subject Details	
Name	HPS 0613 - MORALITY AND MEDICINE - 1300 - Lecture
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
DEPARTMENT_CD	HPS
CLASS_NBR	24639
COURSE_NUMBER	613
SECTION_NUMBER	1300
TERM_NUMBER	2171
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	30
First Name	Morgan
Last Name	Thompson
RANK_DESCR	
FIRST_GRAD_TERM_START_DATE	
DEPARTMENT	
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Evaluation

- Overall Summary of Results
- Detailed Results

Student Self Report (if applicable)

Creation Date Wed, Jan 04, 2017

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University Questions

Instructor Summary of Results

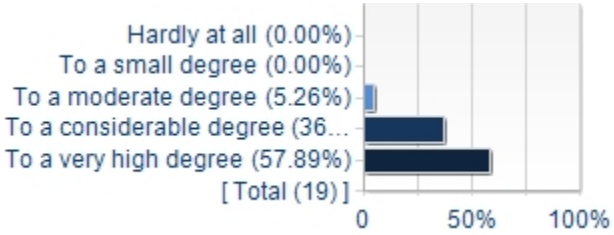
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor presented the course in an organized manner.	4.53	19	0.61
The instructor stimulated my thinking.	4.37	19	0.60
The instructor evaluated my work fairly.	4.58	19	0.84
The instructor made good use of examples to clarify concepts.	4.42	19	0.77
The instructor maintained a good learning environment.	4.44	18	0.62
The instructor was accessible to students. (Do not answer if no basis to judge.)	4.86	14	0.36

Instructor's overall teaching effectiveness

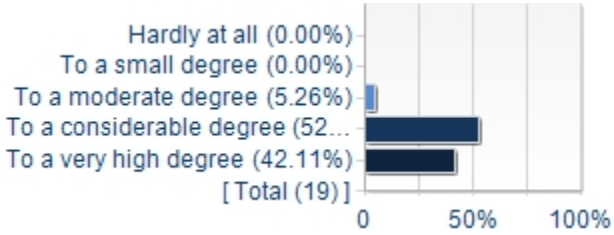
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness:	4.26	19	0.81

Instructor Evaluation: Detailed Results

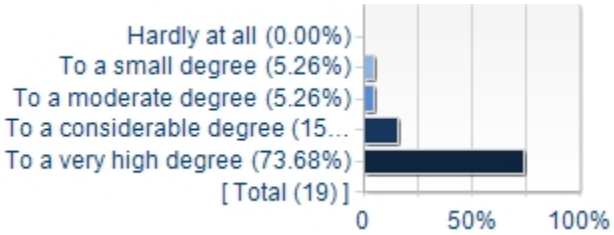
1. The instructor presented the course in an organized manner.



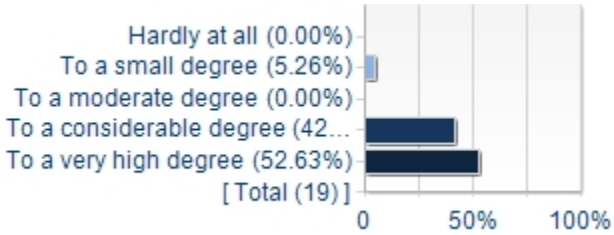
2. The instructor stimulated my thinking.



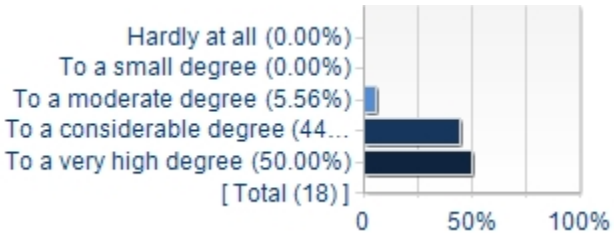
3. The instructor evaluated my work fairly.



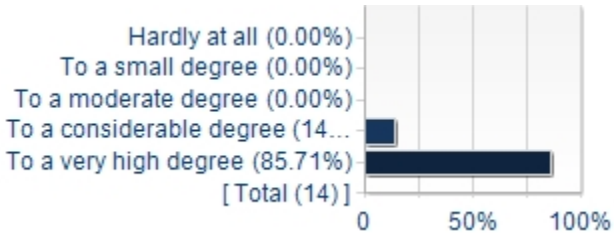
4. The instructor made good use of examples to clarify concepts.



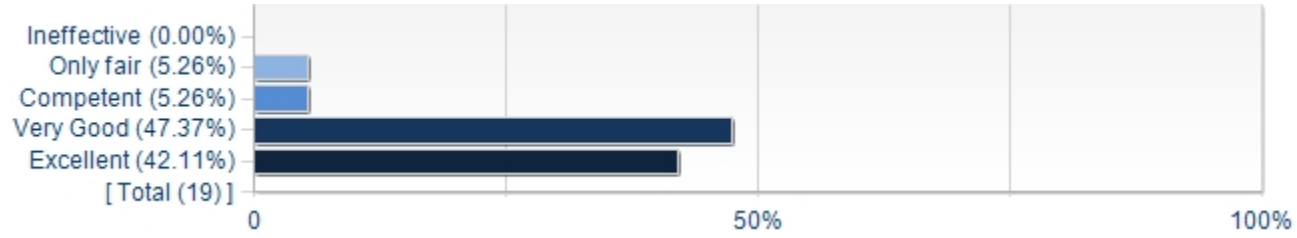
5. The instructor maintained a good learning environment.



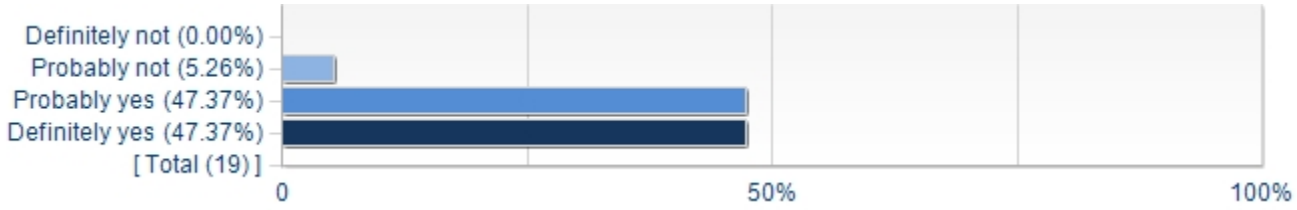
6. The instructor was accessible to students. (Do not answer if no basis to judge.)



Instructor's overall teaching effectiveness:



Would you recommend this course to other students?



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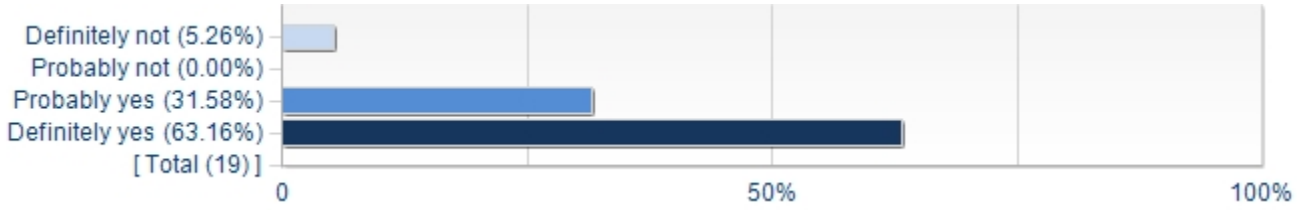
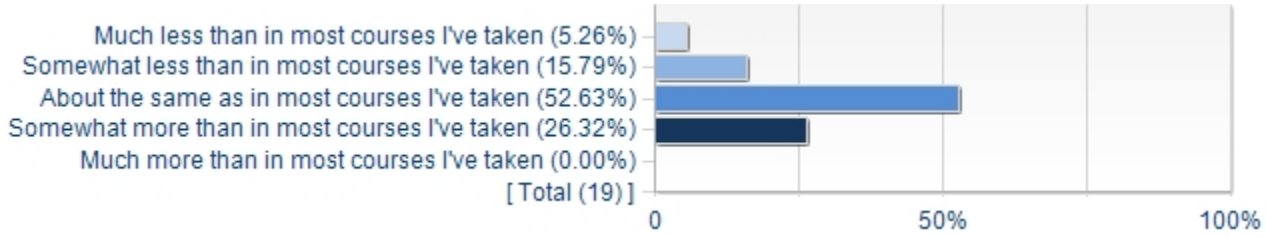
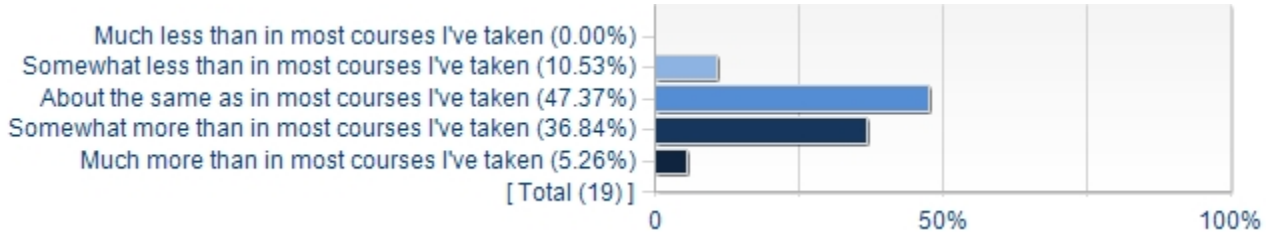


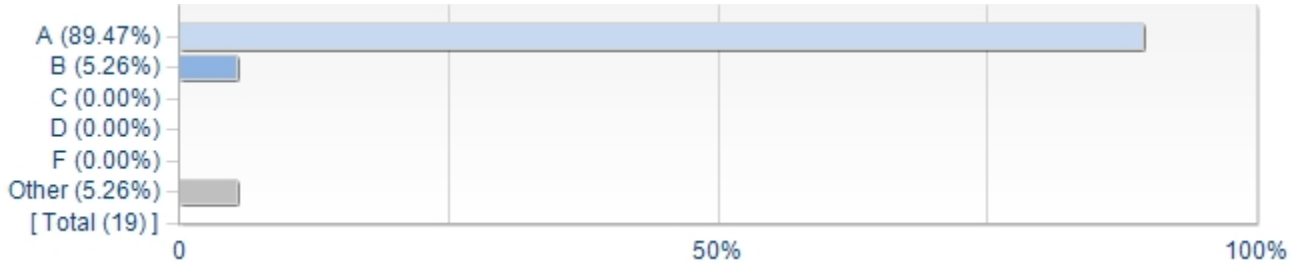
Compared to other courses at the same level, the amount of work I did was:



In this course I have learned:



The grade I expect in this course is:



University of Pittsburgh

Fall 2016 - Individual Comment Report for Morgan Thompson

HPS 0613 - MORALITY AND MEDICINE - 1300 - Lecture

2171 - Teaching Survey

Total Enrollment 30
Responses Received 19
Response Rate 63.33%

Subject Details	
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
DEPARTMENT_CD	HPS
CLASS_NBR	24639
COURSE_NUMBER	613
SECTION_NUMBER	1300

Report Comments

Responses to open-ended questions

Creation Date Thu, Dec 29, 2016

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What were the instructor's major strengths?

Comments
She's approachable and friendly.
She made the class very manageable with giving students the opportunity to decide how they wanted to be evaluated, according to their strengths.
group activities.
Did her best to involve students in class and kept an open environment in which they could discuss their ideas and opinions
-She was always very prepared for the class -She tried to make every class engaging and worked to make topics more interesting
Clear, organized and detailed. Very quick with returning grades and feedback. Structured the course well. Worked to get the class involved and engaged.
She was very thoughtful and I think developed the course with the students in mind, and this was made clear by her very thorough and descriptive instructions and rubrics, so everyone knew what to deliver.
Knowledge on subjects
organized slides, no exams, mainly interacting with reading
She was very good and clearly explaining the expectations of the course as a whole and also for individual assignments. She was also accommodating and kept the classroom environment conducive to learning.
Overall knowledge, ability to clarify and explain concepts
Enthusiasm for her craft is apparent and appreciated. Very professional and always prepared for discussion and any nuances proposed by the students

What were the instructor's major weaknesses?

Comments
She can be a little shy.
N/A
n/a
-for a 2.5 hour long lecture, it got a bit boring at times.
Can't help this due to the 2.5 hour slot, but the class was very long and drawn out
Morgan was an extremely tough grader, even though the course was supposed to be an introductory course. She would always say "I don't expect you all have the argument/logic skills..." but would be drastically different when grading. Was very strict about evaluating our arguments and needs to learn that this is an intro course, not an upper level philosophy.
Trying to engage class participation in discussions
seem more enthused about the material
Sometimes when explaining concepts, the explanation was a little confusing or not well structured, although she would clarify her main point at the end.
NA
May be restricted by the amount of options that are provided to students. Might want to trim down options to make life easier.

What aspects of this course were most beneficial to you?

Comments
All aspects, the ethical dilemmas encountered are important as a future medical professional.
I think that learning how to read a philosophy text will be a very beneficial skill.
debates, discussions of the readings
-Reading responses helped me to pay attention to the readings
Learning how to read philosophy papers and evaluate arguments.
I definitely had to redevelop my writing skills to succeed in class and that was helpful
none.
Taking the time to read and evaluate reading assignments
reading responses
Specific case studies related to public health ethics and the overview of different ethical theories since I had never taken an ethics course before.
readings
Group discussions were the most enjoyable. Also the ability of the professor to provide useful analogies to better understand the material.

What suggestions do you have to improve the course?

Comments
N/A
I would maybe offer a different option in place of the creative project
maybe limit laptop use... as a student who does not use their laptop during class, from what I could see not a single person was using it to take notes but instead was playing games, messaging, watching videos, etc. Was somewhat distracting to me while trying to pay attention.
n/a
Less group work
-no term paper
Maybe some more videos to drive the content home
realize the course is an introductory course and get off your high horse; philosophy is not a subject for you to teach when you stumble over your words and can't explain yourself adequately. if you can't do it, don't expect us to. in class, don't say "yeah, yeah" and agree to our responses when in reality there may be problems with the thought process. this hurts our grades in the long run.
There wasn't really any reason to be in class if you weren't doing participation papers. Everything you needed to do (hand in things, take quizzes) was done in the first 10 minutes and after that nothing really mattered towards your grade. Made it kind of hard to focus cause there was really a point to.
everything is great organizationally, just have to make lecture more easily accessible
I honestly think this course is very well structured and that any improvements were already made by the instructor throughout the course in response to feedback collected from us students.
nothing in particular, more class debates
Might want to make more of an effort to pull students into discussions who do no participate that often

University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Morgan Thompson:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for MORALITY AND MEDICINE(HPS-0613)-1040.

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 x .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).

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.

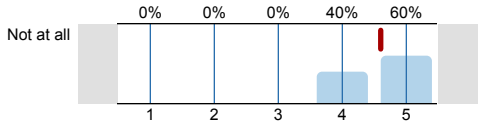
Office of Measurement and Evaluation of Teaching (OMET)

Professor Morgan Thompson

MORALITY AND MEDICINE(HPS-0613)-10402151_UPITT_HPS_0613_SEC1040
Fall 2014
10 RESPONDENTS = 55.56% OF NUMBER REGISTERED

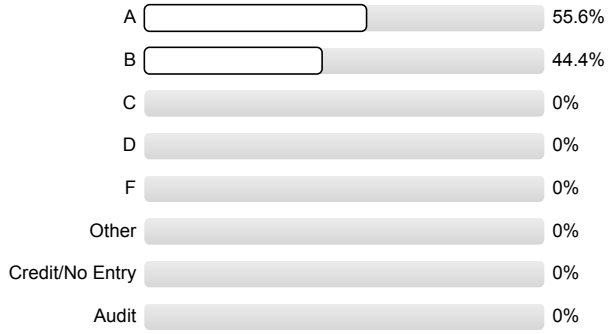
1. SELF RATINGS

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



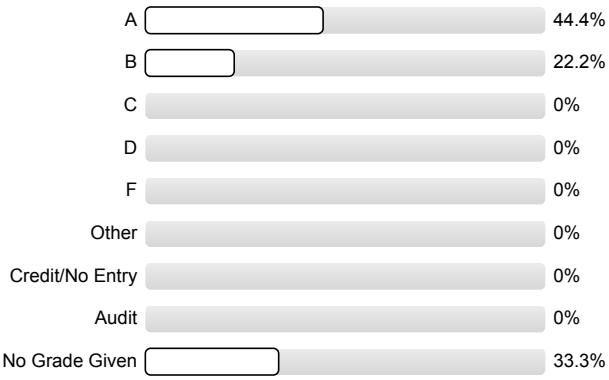
n=10
av.=4.6
dev.=0.52

1.2) What grade do you expect in the course?



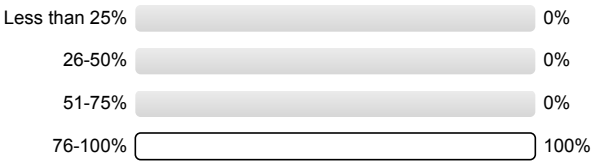
n=9

1.3) What grade do you expect in this recitation?



n=9

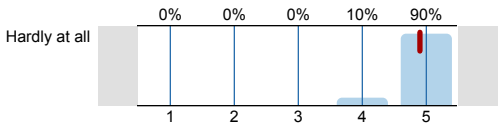
1.4) What percent of the recitations did you attend?



n=9

2. COURSE AND RECITATION

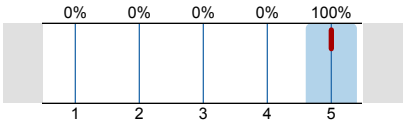
2.1) The material covered in recitation is well connected to the lectures.



n=10
av.=4.9
dev.=0.32

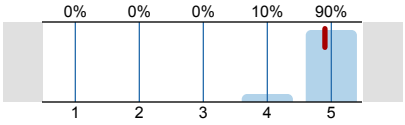
3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1) The recitation instructor was well-prepared for the recitations.

Hardly at all  To a very high degree

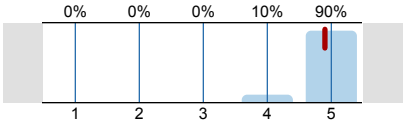
n=10
av.=5
dev.=0

3.2) The recitation instructor appeared knowledgeable about course subject matter.

Hardly at all  To a very high degree

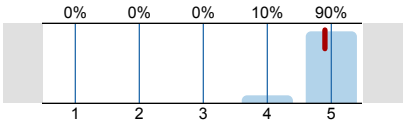
n=10
av.=4.9
dev.=0.32

3.3) The recitation instructor clarified material covered in course lectures.

Hardly at all  To a very high degree

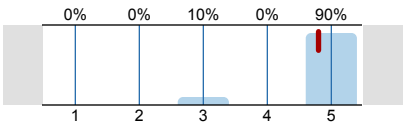
n=10
av.=4.9
dev.=0.32

3.4) The recitation instructor showed interest in helping students understand the material.

Hardly at all  To a very high degree

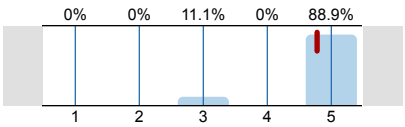
n=10
av.=4.9
dev.=0.32

3.5) The recitation instructor returned assignments within a reasonable amount of time.

Hardly at all  To a very high degree

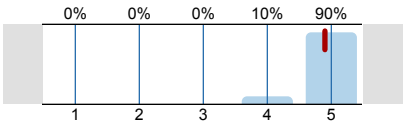
n=10
av.=4.8
dev.=0.63

3.6) The recitation instructor was concerned about students' progress in the course.

Hardly at all  To a very high degree

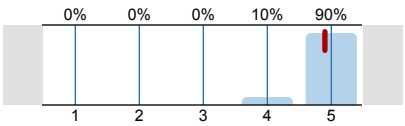
n=9
av.=4.78
dev.=0.67
ab.=1

3.7) The recitation instructor provided helpful answers to students' questions.

Hardly at all  To a very high degree

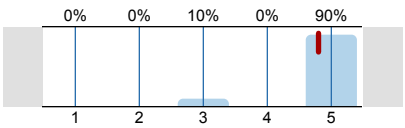
n=10
av.=4.9
dev.=0.32

3.8) The recitation instructor treated students with respect.

Hardly at all  To a very high degree

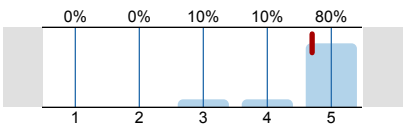
n=10
av.=4.9
dev.=0.32

3.9) The recitation instructor provided constructive feedback on assignments.

Hardly at all  To a very high degree

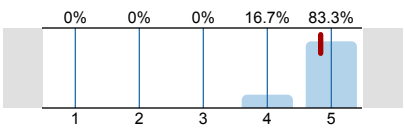
n=10
av.=4.8
dev.=0.63

3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.

Hardly at all  To a very high degree

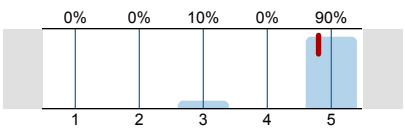
n=10
av.=4.7
dev.=0.67

3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

Hardly at all  To a very high degree

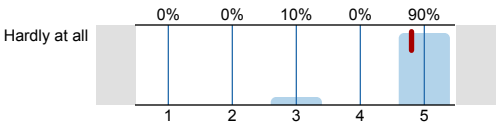
n=6
av.=4.83
dev.=0.41
ab.=4

3.12) The recitation instructor communicates effectively.

Hardly at all  To a very high degree

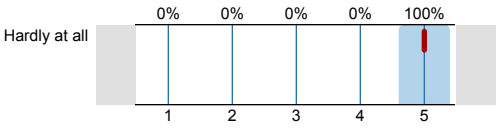
n=10
av.=4.8
dev.=0.63

3.13) The recitation instructor comprehends students' communication.



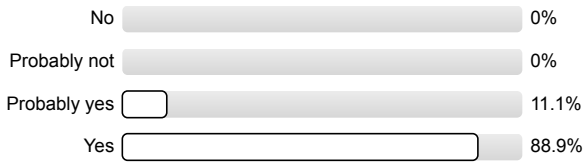
n=10
av.=4.8
dev.=0.63

3.14) The recitation instructor led this recitation effectively.



n=10
av.=5
dev.=0

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



n=9

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.

- Clarifying class material was useful!
- Did everything very well. Keep doing what you're doing.
- Group work
  the quizzes made you read the readings whereas in other classes you wouldn't be made to read- not a bad thing
  explaining what is to be expected for assignments, tests, quizzes
  dropping two quizzes
- Mixing it up from lecture style to a group discussion was very nice and I feel as though I learned more in recitation than in lecture. Expectations were clear and comments about how to improve were nice to know for future courses. Very nice and approachable. Homework and quizzes were also very fair and help supplemented the information.
- Recitation was very helpful - the quizzes and homework assignments made it easy to follow the course contents
  She was very easy to talk to and ask questions
- She was very well organized and knowledgeable on the subject matter. Creating a great environment of thought-inducing viewpoints and debates, yet in a respectful, non-hostile manner. Very open to students' opinions/views and grateful for student input. Generally just a very sincere person
- Very Organized and knows a lot.

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.

- Cannot think of anything, it all ran pretty smooth
- N/A
- Perhaps try putting the desks in a circle and having a sort of round table discussion about the topics, allowing people to air their specific views in a respectful and kind way.
- nope

Profile

Subunit: A&S-HPS LOWER LEVEL
Name of the instructor: Professor Morgan Thompson,
Name of the course: (Name of the survey) MORALITY AND MEDICINE(HPS-0613)-1040

Values used in the profile line: Mean

1. SELF RATINGS

1.1)	Did the recitations contribute to your learning in this course?	Not at all	To a very high degree	n=10	av.=4.60	md=5.00 dev.=0.52

2. COURSE AND RECITATION

2.1)	The material covered in recitation is well connected to the lectures.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32

3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1)	The recitation instructor was well-prepared for the recitations.	Hardly at all	To a very high degree	n=10	av.=5.00	md=5.00 dev.=0.00
3.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all	To a very high degree	n=10	av.=4.80	md=5.00 dev.=0.63
3.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all	To a very high degree	n=9	av.=4.78	md=5.00 dev.=0.67
3.7)	The recitation instructor provided helpful answers to students' questions.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.8)	The recitation instructor treated students with respect.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all	To a very high degree	n=10	av.=4.80	md=5.00 dev.=0.63
3.10)	The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all	To a very high degree	n=10	av.=4.70	md=5.00 dev.=0.67
3.11)	The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	Hardly at all	To a very high degree	n=6	av.=4.83	md=5.00 dev.=0.41
3.12)	The recitation instructor communicates effectively.	Hardly at all	To a very high degree	n=10	av.=4.80	md=5.00 dev.=0.63
3.13)	The recitation instructor comprehends students' communication.	Hardly at all	To a very high degree	n=10	av.=4.80	md=5.00 dev.=0.63
3.14)	The recitation instructor led this recitation effectively.	Hardly at all	To a very high degree	n=10	av.=5.00	md=5.00 dev.=0.00

University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Morgan Thompson:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for MORALITY AND MEDICINE(HPS-0613)-1050.

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 x .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).

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.

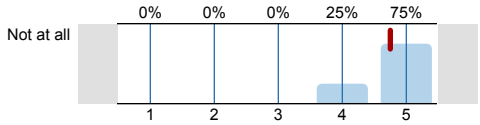
Office of Measurement and Evaluation of Teaching (OMET)

Professor Morgan Thompson

MORALITY AND MEDICINE(HPS-0613)-10502151_UPITT_HPS_0613_SEC1050
Fall 2014
9 RESPONDENTS = 40.91% OF NUMBER REGISTERED

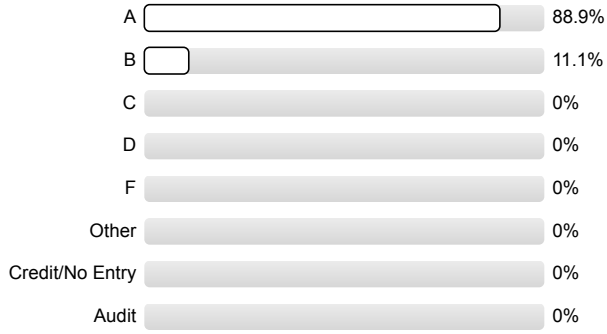
1. SELF RATINGS

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



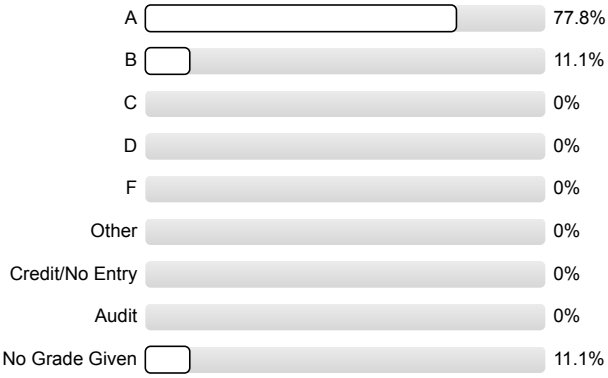
n=8
av.=4.75
dev.=0.46

1.2) What grade do you expect in the course?



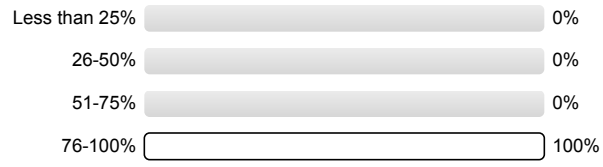
n=9

1.3) What grade do you expect in this recitation?



n=9

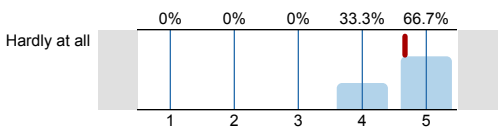
1.4) What percent of the recitations did you attend?



n=9

2. COURSE AND RECITATION

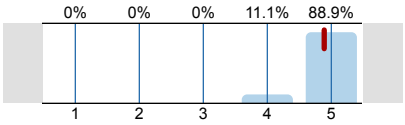
2.1) The material covered in recitation is well connected to the lectures.



n=9
av.=4.67
dev.=0.5

3. RECITATION INSTRUCTOR TEACHING EVALUATION

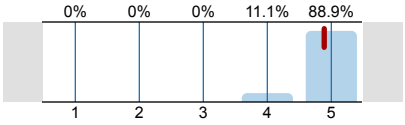
3.1) The recitation instructor was well-prepared for the recitations.

Hardly at all 

To a very high degree

n=9
av.=4.89
dev.=0.33

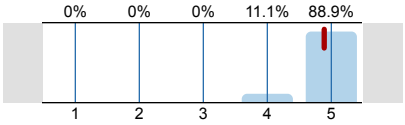
3.2) The recitation instructor appeared knowledgeable about course subject matter.

Hardly at all 

To a very high degree

n=9
av.=4.89
dev.=0.33

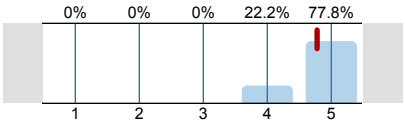
3.3) The recitation instructor clarified material covered in course lectures.

Hardly at all 

To a very high degree

n=9
av.=4.89
dev.=0.33

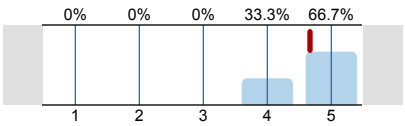
3.4) The recitation instructor showed interest in helping students understand the material.

Hardly at all 

To a very high degree

n=9
av.=4.78
dev.=0.44

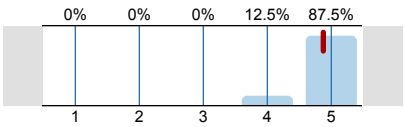
3.5) The recitation instructor returned assignments within a reasonable amount of time.

Hardly at all 

To a very high degree

n=9
av.=4.67
dev.=0.5

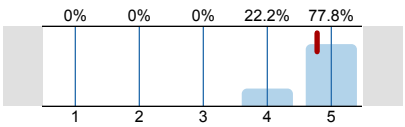
3.6) The recitation instructor was concerned about students' progress in the course.

Hardly at all 

To a very high degree

n=8
av.=4.88
dev.=0.35
ab.=1

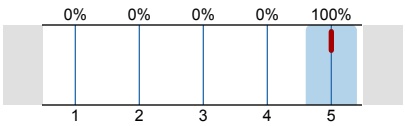
3.7) The recitation instructor provided helpful answers to students' questions.

Hardly at all 

To a very high degree

n=9
av.=4.78
dev.=0.44

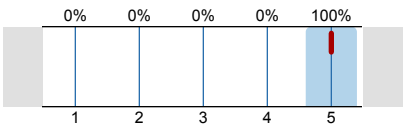
3.8) The recitation instructor treated students with respect.

Hardly at all 

To a very high degree

n=9
av.=5
dev.=0

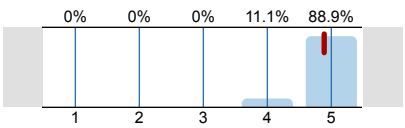
3.9) The recitation instructor provided constructive feedback on assignments.

Hardly at all 

To a very high degree

n=9
av.=5
dev.=0

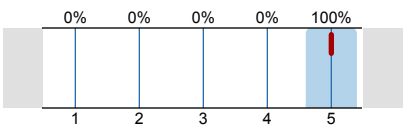
3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.

Hardly at all 

To a very high degree

n=9
av.=4.89
dev.=0.33

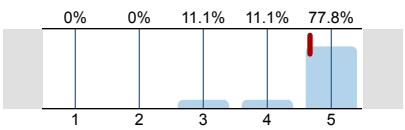
3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

Hardly at all 

To a very high degree

n=3
av.=5
dev.=0
ab.=6

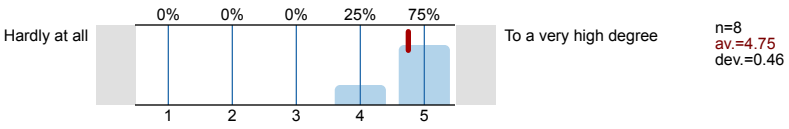
3.12) The recitation instructor communicates effectively.

Hardly at all 

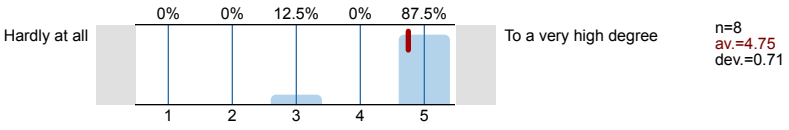
To a very high degree

n=9
av.=4.67
dev.=0.71

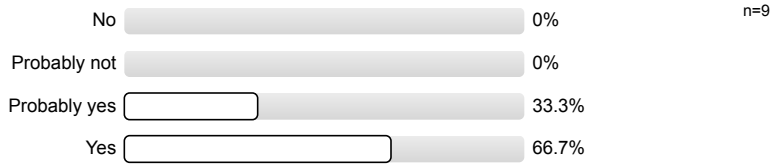
3.13) The recitation instructor comprehends students' communication.



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.

- As much as it annoyed me sometimes, I really was grateful for the reading quizzes and homework assignments because they forced you to read. Some of my friends in the other recitations did not have that and so they were not as well prepared for the midterm.
- Good at going into more detail on lecture topics
- I liked that you took the time to learn everyone's names and really engage with the students and try to help us succeed. The recitations were extremely helpful to really narrow down the open-lecture style of the lectures. The homework and quizzes were generally fairly straightforward and fair.
- She is very effective in clarifying arguments and topics along with explicitly stating what she is looking for and how to do well in the class. Her assignments were very effective in preparing for the midterm and final and students should take the time to do and do a good job on them. She is also very helpful and provided constructive feedback if there was a question or concern
- She was very good at preparing us for the important events in this class in a clear and organized manner (the midterm, term paper, final)

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.

- A formal debate may have been an interesting experience
- I liked the quiz that incorporated a couple open-ended questions about the assigned readings along with one multiple choice question about the previous recitation, it seemed like a really good way to thoroughly make sure that the students were keeping up with the material and also paying attention in class, so if the quizzes were formatted like that every time I think it would be good in that the format would be stable and the questions fair.
- I think a list of what exactly the reading quizzes will be over is helpful, especially once you put the holiday schedules in and it mixes everything up.
- Perhaps apply certain topics such as abortion or mental illness to relevant topics or events in the news to help students break the ice and be more comfortable in discussing the topics.

Profile

Subunit: A&S-HPS LOWER LEVEL
Name of the instructor: Professor Morgan Thompson,
Name of the course: (Name of the survey) MORALITY AND MEDICINE(HPS-0613)-1050

Values used in the profile line: Mean

1. SELF RATINGS

1.1)	Did the recitations contribute to your learning in this course?	Not at all	To a very high degree	n=8	av.=4.75 md=5.00 dev.=0.46	

2. COURSE AND RECITATION

2.1)	The material covered in recitation is well connected to the lectures.	Hardly at all	To a very high degree	n=9	av.=4.67 md=5.00 dev.=0.50	

3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1)	The recitation instructor was well-prepared for the recitations.	Hardly at all	To a very high degree	n=9	av.=4.89 md=5.00 dev.=0.33	
3.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all	To a very high degree	n=9	av.=4.89 md=5.00 dev.=0.33	
3.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all	To a very high degree	n=9	av.=4.89 md=5.00 dev.=0.33	
3.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all	To a very high degree	n=9	av.=4.78 md=5.00 dev.=0.44	
3.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all	To a very high degree	n=9	av.=4.67 md=5.00 dev.=0.50	
3.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all	To a very high degree	n=8	av.=4.88 md=5.00 dev.=0.35	
3.7)	The recitation instructor provided helpful answers to students' questions.	Hardly at all	To a very high degree	n=9	av.=4.78 md=5.00 dev.=0.44	
3.8)	The recitation instructor treated students with respect.	Hardly at all	To a very high degree	n=9	av.=5.00 md=5.00 dev.=0.00	
3.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all	To a very high degree	n=9	av.=5.00 md=5.00 dev.=0.00	
3.10)	The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all	To a very high degree	n=9	av.=4.89 md=5.00 dev.=0.33	
3.11)	The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	Hardly at all	To a very high degree	n=3	av.=5.00 md=5.00 dev.=0.00	
3.12)	The recitation instructor communicates effectively.	Hardly at all	To a very high degree	n=9	av.=4.67 md=5.00 dev.=0.71	
3.13)	The recitation instructor comprehends students' communication.	Hardly at all	To a very high degree	n=8	av.=4.75 md=5.00 dev.=0.46	
3.14)	The recitation instructor led this recitation effectively.	Hardly at all	To a very high degree	n=8	av.=4.75 md=5.00 dev.=0.71	

University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Morgan Thompson:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for MORALITY AND MEDICINE(HPS-0613)-1105.

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 x .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).

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.

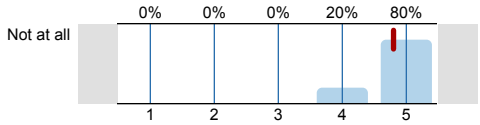
Office of Measurement and Evaluation of Teaching (OMET)

Professor Morgan Thompson

MORALITY AND MEDICINE(HPS-0613)-11052151_UPITT_HPS_0613_SEC1105
Fall 2014
10 RESPONDENTS = 50% OF NUMBER REGISTERED

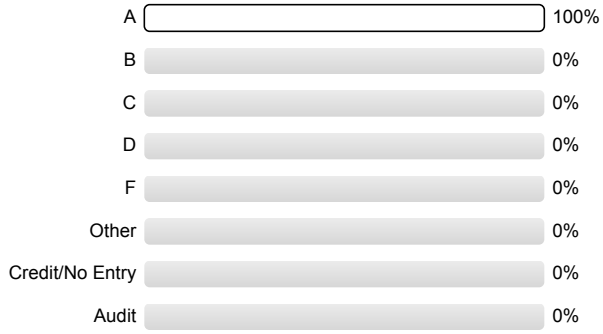
1. SELF RATINGS

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



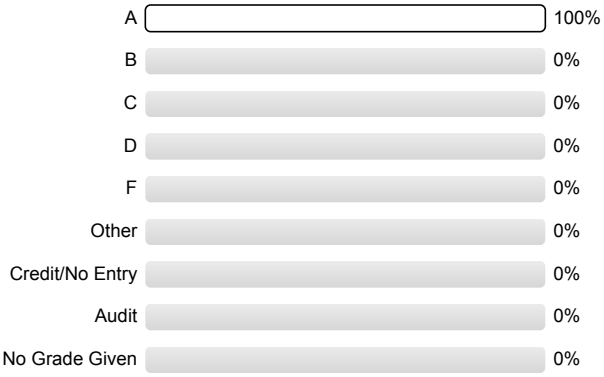
n=10
av.=4.8
dev.=0.42

1.2) What grade do you expect in the course?



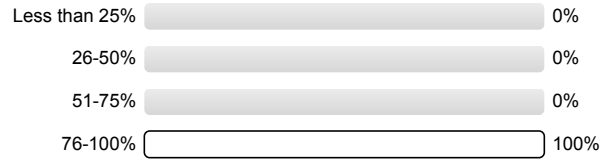
n=10

1.3) What grade do you expect in this recitation?



n=10

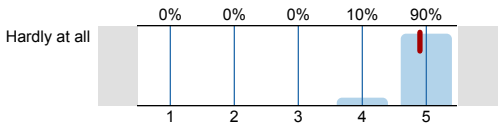
1.4) What percent of the recitations did you attend?



n=9

2. COURSE AND RECITATION

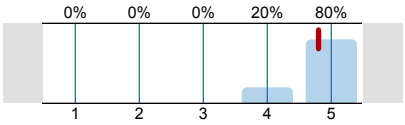
2.1) The material covered in recitation is well connected to the lectures.



n=10
av.=4.9
dev.=0.32

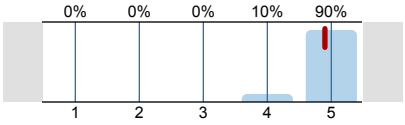
3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1) The recitation instructor was well-prepared for the recitations.

Hardly at all  To a very high degree

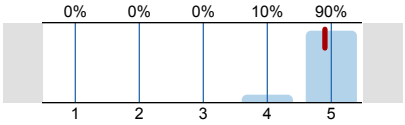
n=10
av.=4.8
dev.=0.42

3.2) The recitation instructor appeared knowledgeable about course subject matter.

Hardly at all  To a very high degree

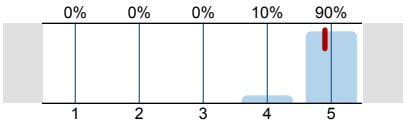
n=10
av.=4.9
dev.=0.32

3.3) The recitation instructor clarified material covered in course lectures.

Hardly at all  To a very high degree

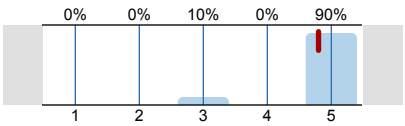
n=10
av.=4.9
dev.=0.32

3.4) The recitation instructor showed interest in helping students understand the material.

Hardly at all  To a very high degree

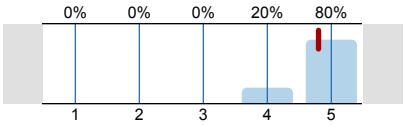
n=10
av.=4.9
dev.=0.32

3.5) The recitation instructor returned assignments within a reasonable amount of time.

Hardly at all  To a very high degree

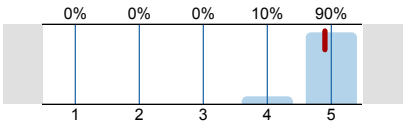
n=10
av.=4.8
dev.=0.63

3.6) The recitation instructor was concerned about students' progress in the course.

Hardly at all  To a very high degree

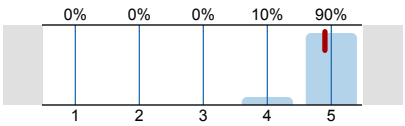
n=10
av.=4.8
dev.=0.42

3.7) The recitation instructor provided helpful answers to students' questions.

Hardly at all  To a very high degree

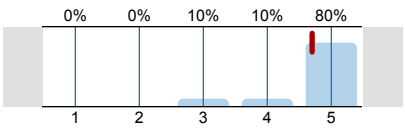
n=10
av.=4.9
dev.=0.32

3.8) The recitation instructor treated students with respect.

Hardly at all  To a very high degree

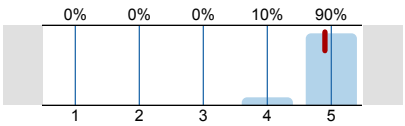
n=10
av.=4.9
dev.=0.32

3.9) The recitation instructor provided constructive feedback on assignments.

Hardly at all  To a very high degree

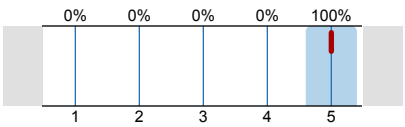
n=10
av.=4.7
dev.=0.67

3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.

Hardly at all  To a very high degree

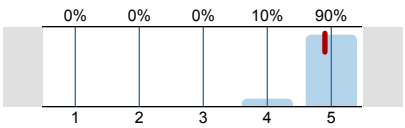
n=10
av.=4.9
dev.=0.32

3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

Hardly at all  To a very high degree

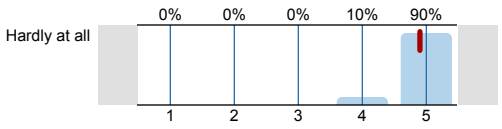
n=6
av.=5
dev.=0
ab.=4

3.12) The recitation instructor communicates effectively.

Hardly at all  To a very high degree

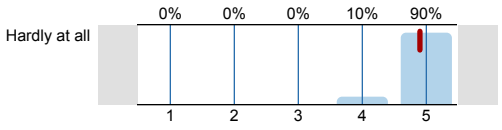
n=10
av.=4.9
dev.=0.32

3.13) The recitation instructor comprehends students' communication.



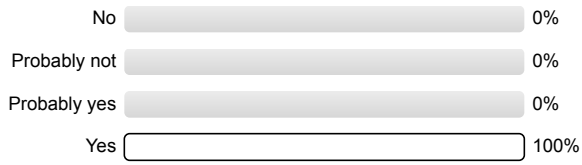
n=10
av.=4.9
dev.=0.32

3.14) The recitation instructor led this recitation effectively.



n=10
av.=4.9
dev.=0.32

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



n=10

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.

- -Organized
  -Positive/Helpful demeanor
  -Knowledgeable
  -Approachable
- Clarified material very effectively. Exam review was extremely helpful. Engaged students in interesting and informative discussions during every meeting. Quizzes and homework were helpful in preparation both for exams and for the recitation meetings themselves.
- Morgan was absolutely great. Best recitation I've ever had. Morgan is very thorough and clear, and extremely helpful in presenting the important points we are supposed to know. I wish she had been the professor of this class.
- Morgan was great! I learned so much during recitation and she was also incredibly helpful in preparing for the final, midterm, and papers. She explained everything really well and was very knowledgeable about all the material.
- Morgan was really good at covering the important facts from lecture in a thorough yet concise manner. She did her best to stimulate class discussion. Overall, a very efficient recitation teacher.
- The recitation sections were my favorite part of this class, and the part in which I feel like I learned the most. I liked having discussions in recitation about the topics we covered. I think you did a great job of explaining the topics to us and then facilitating discussion.

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.

- I liked the homework as it was, but more worksheets (even optional ones) may be helpful for understanding the primary readings.
- I would have liked to write more papers during the semester to have a better preparation for the two page critical paper and to understand how to write ethical papers in general.
- Keep it how it is
- None!
- Sometimes the questions you ask are too broad for us to answer during discussion. It's much easier if you ask us our opinion on a more specific aspect.

Profile

Subunit: A&S-HPS LOWER LEVEL
Name of the instructor: Professor Morgan Thompson,
Name of the course: (Name of the survey) MORALITY AND MEDICINE(HPS-0613)-1105

Values used in the profile line: Mean

1. SELF RATINGS

1.1)	Did the recitations contribute to your learning in this course?	Not at all	To a very high degree	n=10	av.=4.80	md=5.00 dev.=0.42

2. COURSE AND RECITATION

2.1)	The material covered in recitation is well connected to the lectures.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32

3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1)	The recitation instructor was well-prepared for the recitations.	Hardly at all	To a very high degree	n=10	av.=4.80	md=5.00 dev.=0.42
3.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all	To a very high degree	n=10	av.=4.80	md=5.00 dev.=0.63
3.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all	To a very high degree	n=10	av.=4.80	md=5.00 dev.=0.42
3.7)	The recitation instructor provided helpful answers to students' questions.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.8)	The recitation instructor treated students with respect.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all	To a very high degree	n=10	av.=4.70	md=5.00 dev.=0.67
3.10)	The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.11)	The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	Hardly at all	To a very high degree	n=6	av.=5.00	md=5.00 dev.=0.00
3.12)	The recitation instructor communicates effectively.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.13)	The recitation instructor comprehends students' communication.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32
3.14)	The recitation instructor led this recitation effectively.	Hardly at all	To a very high degree	n=10	av.=4.90	md=5.00 dev.=0.32

University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Morgan Thompson:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for MIND AND MEDICINE(HPS-0612)-1050.

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 x .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).

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.

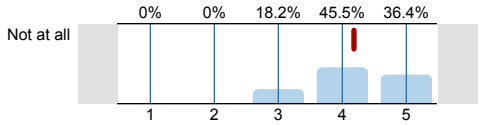
Office of Measurement and Evaluation of Teaching (OMET)

Professor Morgan Thompson

MIND AND MEDICINE(HPS-0612)-10502154_UPITT_HPS_0612_SEC1050
Spring 2015
11 RESPONDENTS = 50% OF NUMBER REGISTERED

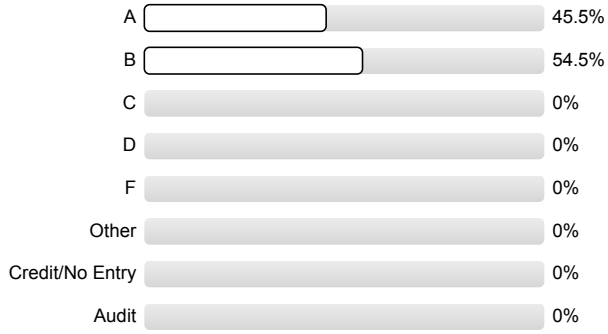
1. SELF RATINGS

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



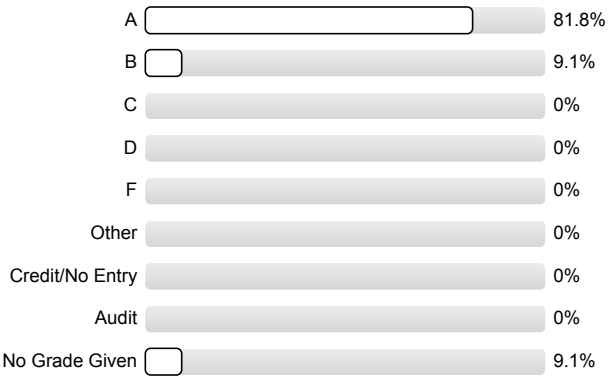
n=11
av.=4.18
dev.=0.75

1.2) What grade do you expect in the course?



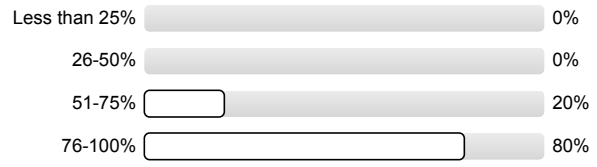
n=11

1.3) What grade do you expect in this recitation?



n=11

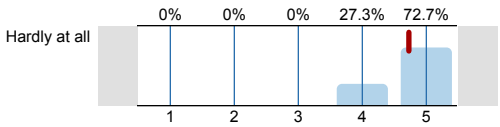
1.4) What percent of the recitations did you attend?



n=10

2. COURSE AND RECITATION

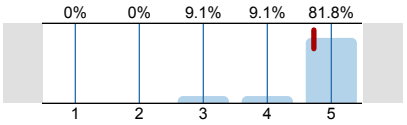
2.1) The material covered in recitation is well connected to the lectures.



n=11
av.=4.73
dev.=0.47

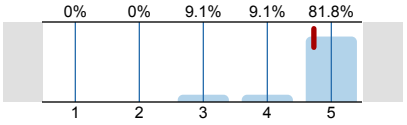
3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1) The recitation instructor was well-prepared for the recitations.

Hardly at all  To a very high degree

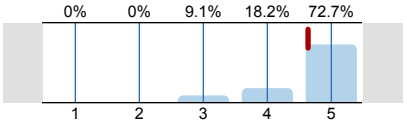
n=11
av.=4.73
dev.=0.65

3.2) The recitation instructor appeared knowledgeable about course subject matter.

Hardly at all  To a very high degree

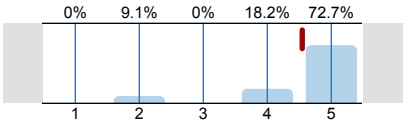
n=11
av.=4.73
dev.=0.65

3.3) The recitation instructor clarified material covered in course lectures.

Hardly at all  To a very high degree

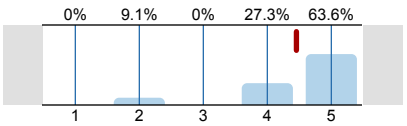
n=11
av.=4.64
dev.=0.67

3.4) The recitation instructor showed interest in helping students understand the material.

Hardly at all  To a very high degree

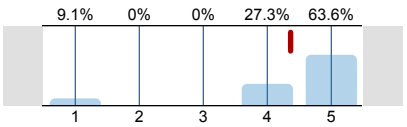
n=11
av.=4.55
dev.=0.93

3.5) The recitation instructor returned assignments within a reasonable amount of time.

Hardly at all  To a very high degree

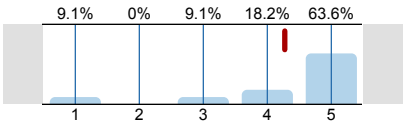
n=11
av.=4.45
dev.=0.93

3.6) The recitation instructor was concerned about students' progress in the course.

Hardly at all  To a very high degree

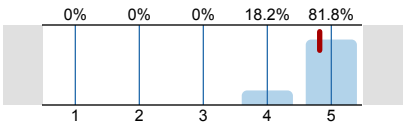
n=11
av.=4.36
dev.=1.21

3.7) The recitation instructor provided helpful answers to students' questions.

Hardly at all  To a very high degree

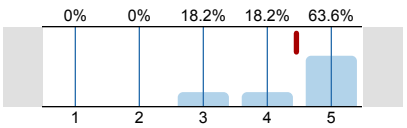
n=11
av.=4.27
dev.=1.27

3.8) The recitation instructor treated students with respect.

Hardly at all  To a very high degree

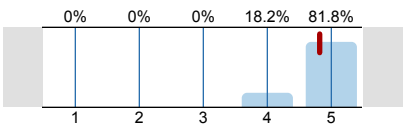
n=11
av.=4.82
dev.=0.4

3.9) The recitation instructor provided constructive feedback on assignments.

Hardly at all  To a very high degree

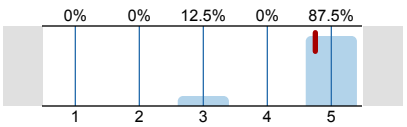
n=11
av.=4.45
dev.=0.82

3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.

Hardly at all  To a very high degree

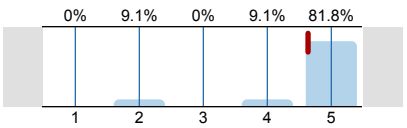
n=11
av.=4.82
dev.=0.4

3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

Hardly at all  To a very high degree

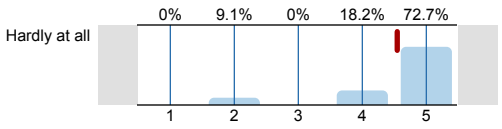
n=8
av.=4.75
dev.=0.71
ab.=2

3.12) The recitation instructor communicates effectively.

Hardly at all  To a very high degree

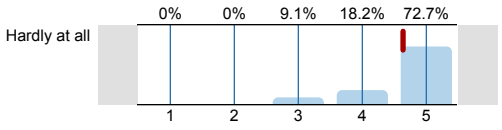
n=11
av.=4.64
dev.=0.92

3.13) The recitation instructor comprehends students' communication.



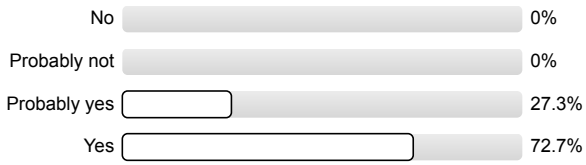
n=11
av.=4.55
dev.=0.93

3.14) The recitation instructor led this recitation effectively.



n=11
av.=4.64
dev.=0.67

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



n=11

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.

- Although I am irritable with the course overall, Morgan was the saving grace that kept the course bearable. I had previously had her for Morality and was happy with her teaching style and respect for her students. She presents her recitations clearly and tries to engage the class, despite most of us not being as engaged with this course as we were with morality or other courses.
- I think she gave great explanations of some of the harder and more vague concepts found in the different papers we read. Going to recitation always helped to clarify and helped me to then begin pulling out the important information on my own.
- Morgan was a great instructor! She was always very helpful and knowledgable and clarified all the material well. She was always really well prepared for class.
- Morgan was very comprehensive in her approach to presenting difficult material to students who most likely did not put effort into coming prepared. Her easy-to-approach, helpful demeanor was her strongest asset and her preparation for the recitations made for very informative class sessions. She is very well equipped to be an excellent instructor in the future, if she isn't already. Fantastic experience overall.
- Recitations were prepared well and discussions about the material were always beneficial to helping understand the course material.
- She is knowledgable about the information she teaches, and presents the information in a way that is easy to follow. She is very good at stimulating class discussion and guiding the discussion to highlight concepts. She was helpful in class and in office hours. She seeks to be fair to a very high degree, as she practice anonymous grading. Great instructor!
- The short assignments were fantastic and your comments helped with the paper. Your lecture on arguments made the course go much more smoothly.
- Very friendly, pretty easy to talk to, runs pretty good discussions and is up for any interpretations of readings
- You are very nice and approachable which made it really easy to ask questions and speak in class. You also took what everyone said and considered it fair game in discussion which also made discussion easy. You were also very helpful during office hours and always gave your insight into what needed to be improved in a way that made me what to improve my work.
- the instructor did a good job summarizing the lectures

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.

- Everything is ship-shape, Morgan, no need to worry. Keep doing what yer doing
- I think that there could have been note handouts or something simple of that nature to help follow along with the material that was going to be covered for that day.
- I think the recitation was improved during the semester with the addition of the discussion questions and more focused topics. It can be hard to get people to verbally participate and I think this helped start more detailed discussions and should continue for future recitations.

- I would not change a thing.
- Nothing!
- So in the beginning i think it was harder to get discussion going because the topics were broad but you fixed that with discussion questions so other than that I would say just write bigger or bolder on the blackboard.
- Try to supplement the lectures more fully, Professor Woodward does not engage his class and his lectures often do not inspire my will to learn the topics. I often don't follow him during his lectures but rather learn more reading the slides on my own. The recitation could briefly recap in 5 minutes the two lectures taught that week and allow students to ask questions specifically about certain sections before the full recitation activity is started.
- You're doing okay, just make sure to answer students' questions more effectively and be sure about what you're telling your students answer-wise (a.k.a. be more confident)
- attendance should not be counted, easy homework assignments would be better to keep students involved and prepared

Profile

Subunit: A&S-HPS LOWER LEVEL
Name of the instructor: Professor Morgan Thompson,
Name of the course: (Name of the survey) MIND AND MEDICINE(HPS-0612)-1050

Values used in the profile line: Mean

1. SELF RATINGS

1.1)	Did the recitations contribute to your learning in this course?	Not at all	To a very high degree	n=11	av.=4.18 md=4.00 dev.=0.75

2. COURSE AND RECITATION

2.1)	The material covered in recitation is well connected to the lectures.	Hardly at all	To a very high degree	n=11	av.=4.73 md=5.00 dev.=0.47

3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1)	The recitation instructor was well-prepared for the recitations.	Hardly at all	To a very high degree	n=11	av.=4.73 md=5.00 dev.=0.65
3.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all	To a very high degree	n=11	av.=4.73 md=5.00 dev.=0.65
3.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all	To a very high degree	n=11	av.=4.64 md=5.00 dev.=0.67
3.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all	To a very high degree	n=11	av.=4.55 md=5.00 dev.=0.93
3.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all	To a very high degree	n=11	av.=4.45 md=5.00 dev.=0.93
3.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all	To a very high degree	n=11	av.=4.36 md=5.00 dev.=1.21
3.7)	The recitation instructor provided helpful answers to students' questions.	Hardly at all	To a very high degree	n=11	av.=4.27 md=5.00 dev.=1.27
3.8)	The recitation instructor treated students with respect.	Hardly at all	To a very high degree	n=11	av.=4.82 md=5.00 dev.=0.40
3.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all	To a very high degree	n=11	av.=4.45 md=5.00 dev.=0.82
3.10)	The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all	To a very high degree	n=11	av.=4.82 md=5.00 dev.=0.40
3.11)	The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	Hardly at all	To a very high degree	n=8	av.=4.75 md=5.00 dev.=0.71
3.12)	The recitation instructor communicates effectively.	Hardly at all	To a very high degree	n=11	av.=4.64 md=5.00 dev.=0.92
3.13)	The recitation instructor comprehends students' communication.	Hardly at all	To a very high degree	n=11	av.=4.55 md=5.00 dev.=0.93
3.14)	The recitation instructor led this recitation effectively.	Hardly at all	To a very high degree	n=11	av.=4.64 md=5.00 dev.=0.67

University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Morgan Thompson:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for MIND AND MEDICINE(HPS-0612)-1080.

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 x .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).

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.

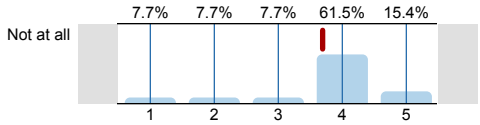
Office of Measurement and Evaluation of Teaching (OMET)

Professor Morgan Thompson

MIND AND MEDICINE(HPS-0612)-10802154_UPITT_HPS_0612_SEC1080
Spring 2015
13 RESPONDENTS = 68.42% OF NUMBER REGISTERED

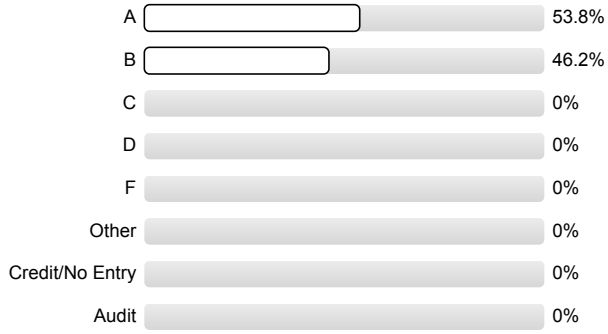
1. SELF RATINGS

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



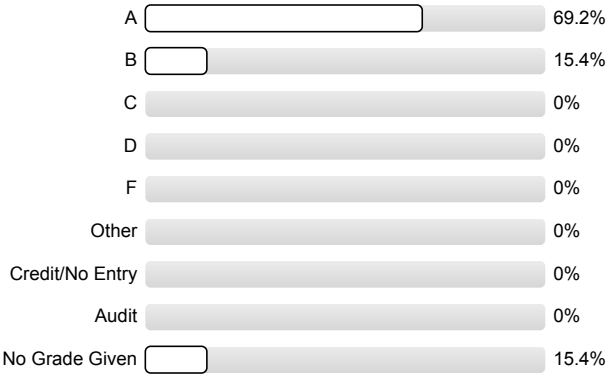
n=13
av.=3.69
dev.=1.11

1.2) What grade do you expect in the course?



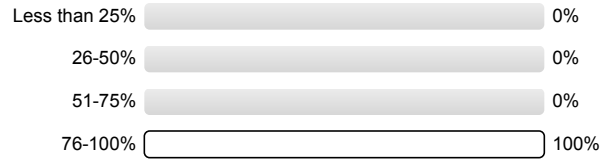
n=13

1.3) What grade do you expect in this recitation?



n=13

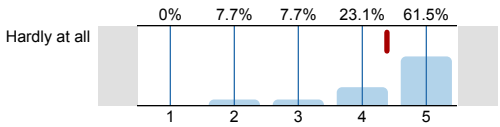
1.4) What percent of the recitations did you attend?



n=13

2. COURSE AND RECITATION

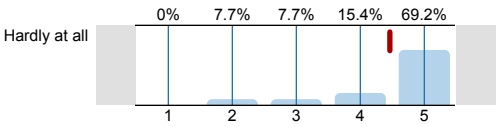
2.1) The material covered in recitation is well connected to the lectures.



n=13
av.=4.38
dev.=0.96

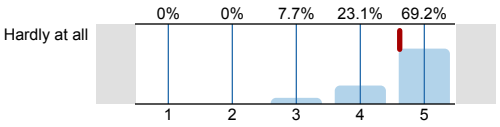
3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1) The recitation instructor was well-prepared for the recitations.



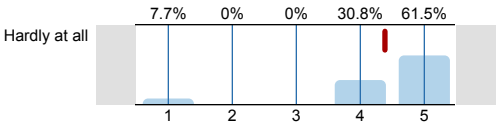
n=13
av.=4.46
dev.=0.97

3.2) The recitation instructor appeared knowledgeable about course subject matter.



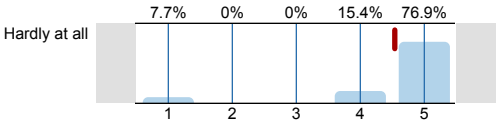
n=13
av.=4.62
dev.=0.65

3.3) The recitation instructor clarified material covered in course lectures.



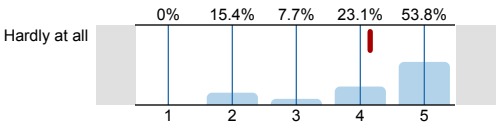
n=13
av.=4.38
dev.=1.12

3.4) The recitation instructor showed interest in helping students understand the material.



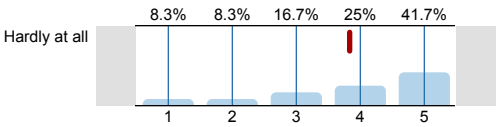
n=13
av.=4.54
dev.=1.13

3.5) The recitation instructor returned assignments within a reasonable amount of time.



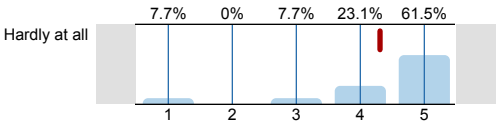
n=13
av.=4.15
dev.=1.14

3.6) The recitation instructor was concerned about students' progress in the course.



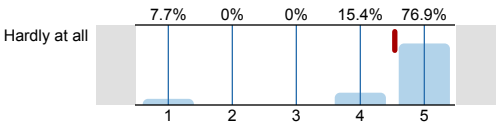
n=12
av.=3.83
dev.=1.34

3.7) The recitation instructor provided helpful answers to students' questions.



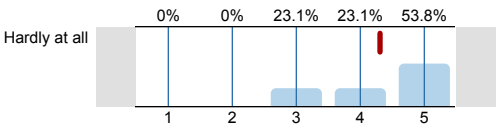
n=13
av.=4.31
dev.=1.18

3.8) The recitation instructor treated students with respect.



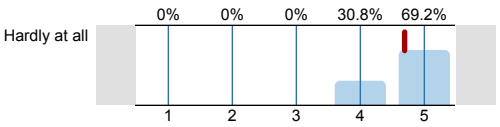
n=13
av.=4.54
dev.=1.13

3.9) The recitation instructor provided constructive feedback on assignments.



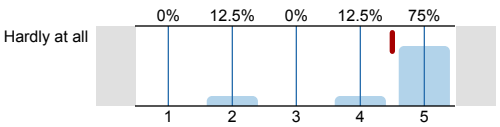
n=13
av.=4.31
dev.=0.85

3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.



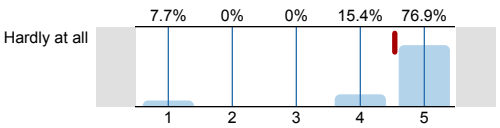
n=13
av.=4.69
dev.=0.48

3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



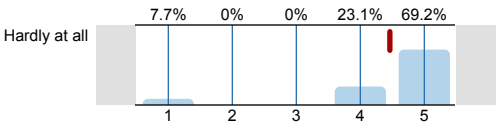
n=8
av.=4.5
dev.=1.07
ab.=5

3.12) The recitation instructor communicates effectively.



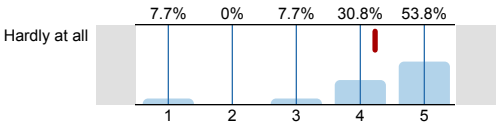
n=13
av.=4.54
dev.=1.13

3.13) The recitation instructor comprehends students' communication.



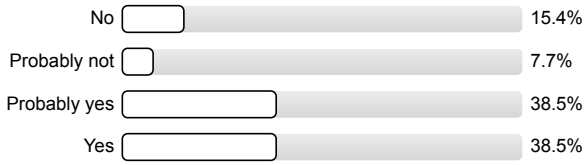
n=13
av.=4.46
dev.=1.13

3.14) The recitation instructor led this recitation effectively.



n=13
av.=4.23
dev.=1.17

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



n=13

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.

- Came up with relevant examples, towards the second half of term, facilitated good class discussion
- Morgan is the best TA I have had during my undergraduate career. In fact, she is even more helpful and cares more about her students than some of my professors do. She responds to emails in a timely manner, provides great constructive feedback on assignments, and listens to her students' concerns. For example, the recitations are often graded on participation, but she allows students who do not feel comfortable talking in class to submit written answers to the discussion questions instead. Morgan is the first instructor I have had that has allowed students to do this, and being quite an introvert myself, I really love the idea. She is very helpful in office hours, and provides great suggestions for how we can improve our papers. Her grading criteria are very clear and she seems quite knowledgable about the course material. Could not have asked for a better TA.
- Morgan prepared different types of activities which each recitation. Switching up the activities was very helpful and kept me more engaged. She was always very prepared and eager to answer questions. She created an open environment where I felt comfortable sharing my opinion. She provided many helpful resources throughout the semester and I can tell she really wanted our recitations to involve good discussions. She picked interesting topics every time and was open to everyone's ideas. She was very respectful and sweet.
- Provided alternative means of participation other than just speaking in class.
- The structure of recitation was good.
- The teacher did a good job providing information for students and clarifying material.
- Used a lot of interesting examples and activities in recitation. Was able to answer all questions on the spot, and was a fair grader.

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.

- A little more enthusiasm
- Discuss the readings more directly as it seems that is what is most important for the tests. Also, show an example of what is a great essay for a test prior to midterm and final to help students better understand what is needed to get an A.
- I think Morgan is a very harsh grader. I am not a philosophy major therefore reading and writing philosophy is very difficult for me and I don't think she took that into account when grading our assignments and papers. The first assignment we had for the semester in recitation was due the second week of classes (before add/drop was over). This is not her fault, but she tore apart my first assignment when we had barely been introduced to the material. Before we had even had to chance to learn HOW to write a philosophy paper, which is completely different from other writing courses I have taken, I was harshly graded on my inability to write a good philosophy paper. If she wants it to be perfect during the second week, then the recitation before should have been spent on how to write a good paper, and the prompt should have been more specific rather than the vague one sentence we were provided. She did provide many resources later in the course to help with how to write a philosophy paper but this would have been much more helpful in the beginning of the term. Also, on the midterm a few of my friends and myself received a hefty amount of points taken off for the questions she graded, but without any explanation as to why they were taken off. If she would like to grade strictly, she should provide more feedback as to what we're doing wrong and how to improve our writing.

- More engaging class discussions throughout the course
- Recitation is quite predictable in the sense that every week, we more or less read an article/paper and then respond to discussion questions about the article/paper. I wish that there were more variety in the activities we do during recitation.
- To improve the teaching of the recitation the teacher could be honest to the students. It was hurtful to know a double standard existing between her and the students. We were told explicitly not to "skip" class the friday before spring break (even if it was $200 cheeper for someone of us to go home that day) and the recitation teacher missed class. It was just disappointing to know that this double standard existed- making it harder to respect the environment she taught in.

Profile

Subunit: A&S-HPS LOWER LEVEL
Name of the instructor: Professor Morgan Thompson,
Name of the course: (Name of the survey) MIND AND MEDICINE(HPS-0612)-1080

Values used in the profile line: Mean

1. SELF RATINGS

1.1)	Did the recitations contribute to your learning in this course?	Not at all	To a very high degree	n=13	av.=3.69 md=4.00 dev.=1.11

2. COURSE AND RECITATION

2.1)	The material covered in recitation is well connected to the lectures.	Hardly at all	To a very high degree	n=13	av.=4.38 md=5.00 dev.=0.96

3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1)	The recitation instructor was well-prepared for the recitations.	Hardly at all	To a very high degree	n=13	av.=4.46 md=5.00 dev.=0.97
3.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all	To a very high degree	n=13	av.=4.62 md=5.00 dev.=0.65
3.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all	To a very high degree	n=13	av.=4.38 md=5.00 dev.=1.12
3.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all	To a very high degree	n=13	av.=4.54 md=5.00 dev.=1.13
3.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all	To a very high degree	n=13	av.=4.15 md=5.00 dev.=1.14
3.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all	To a very high degree	n=12	av.=3.83 md=4.00 dev.=1.34
3.7)	The recitation instructor provided helpful answers to students' questions.	Hardly at all	To a very high degree	n=13	av.=4.31 md=5.00 dev.=1.18
3.8)	The recitation instructor treated students with respect.	Hardly at all	To a very high degree	n=13	av.=4.54 md=5.00 dev.=1.13
3.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all	To a very high degree	n=13	av.=4.31 md=5.00 dev.=0.85
3.10)	The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all	To a very high degree	n=13	av.=4.69 md=5.00 dev.=0.48
3.11)	The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	Hardly at all	To a very high degree	n=8	av.=4.50 md=5.00 dev.=1.07
3.12)	The recitation instructor communicates effectively.	Hardly at all	To a very high degree	n=13	av.=4.54 md=5.00 dev.=1.13
3.13)	The recitation instructor comprehends students' communication.	Hardly at all	To a very high degree	n=13	av.=4.46 md=5.00 dev.=1.13
3.14)	The recitation instructor led this recitation effectively.	Hardly at all	To a very high degree	n=13	av.=4.23 md=5.00 dev.=1.17

University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Morgan Thompson:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for MIND AND MEDICINE(HPS-0612)-1085.

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 x .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).

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.

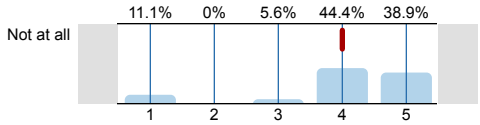
Office of Measurement and Evaluation of Teaching (OMET)

Professor Morgan Thompson

MIND AND MEDICINE(HPS-0612)-10852154_UPITT_HPS_0612_SEC1085
Spring 2015
18 RESPONDENTS = 90% OF NUMBER REGISTERED

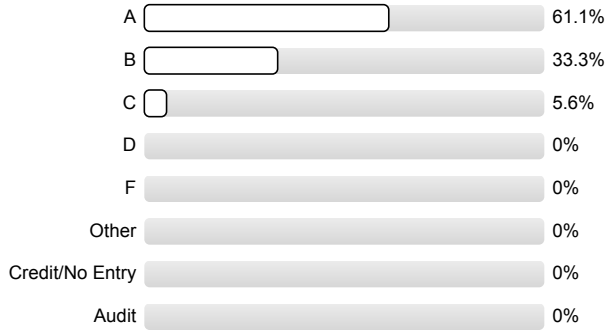
1. SELF RATINGS

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



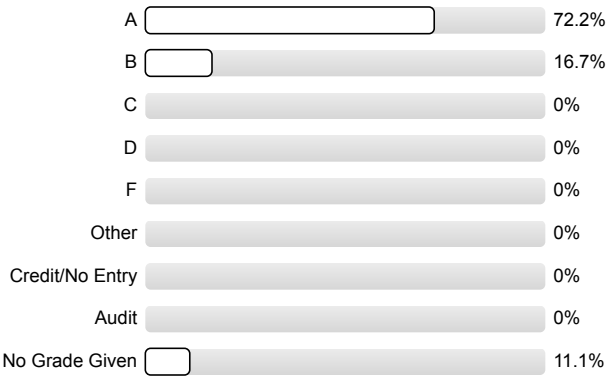
n=18
av.=4
dev.=1.24

1.2) What grade do you expect in the course?



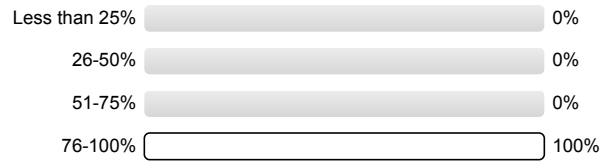
n=18

1.3) What grade do you expect in this recitation?



n=18

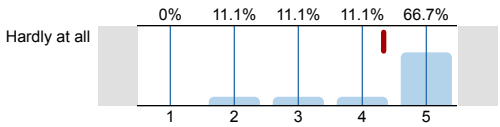
1.4) What percent of the recitations did you attend?



n=18

2. COURSE AND RECITATION

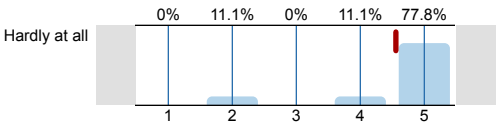
2.1) The material covered in recitation is well connected to the lectures.



n=18
av.=4.33
dev.=1.08

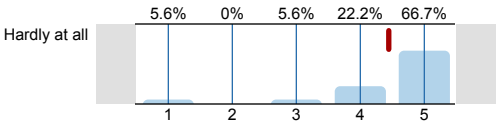
3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1) The recitation instructor was well-prepared for the recitations.



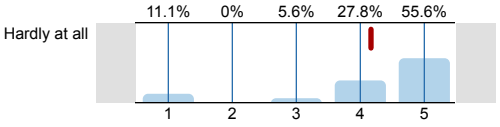
n=18
av.=4.56
dev.=0.98

3.2) The recitation instructor appeared knowledgeable about course subject matter.



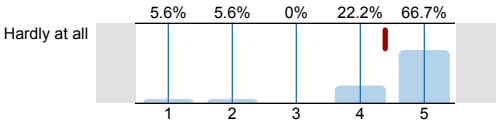
n=18
av.=4.44
dev.=1.04

3.3) The recitation instructor clarified material covered in course lectures.



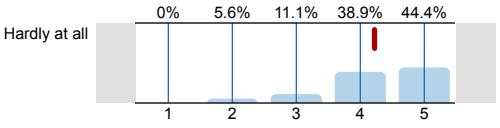
n=18
av.=4.17
dev.=1.29

3.4) The recitation instructor showed interest in helping students understand the material.



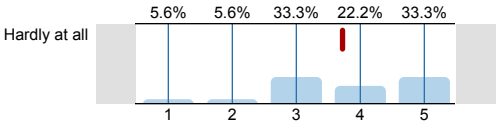
n=18
av.=4.39
dev.=1.14

3.5) The recitation instructor returned assignments within a reasonable amount of time.



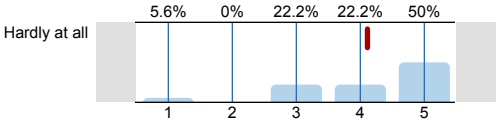
n=18
av.=4.22
dev.=0.88

3.6) The recitation instructor was concerned about students' progress in the course.



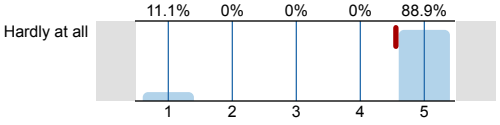
n=18
av.=3.72
dev.=1.18

3.7) The recitation instructor provided helpful answers to students' questions.



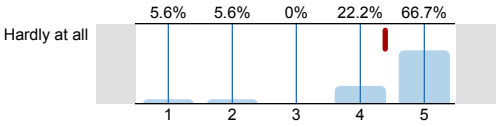
n=18
av.=4.11
dev.=1.13

3.8) The recitation instructor treated students with respect.



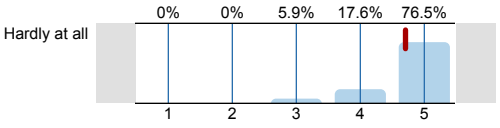
n=18
av.=4.56
dev.=1.29

3.9) The recitation instructor provided constructive feedback on assignments.



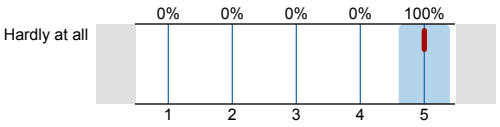
n=18
av.=4.39
dev.=1.14

3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.



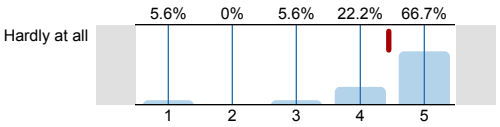
n=17
av.=4.71
dev.=0.59

3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



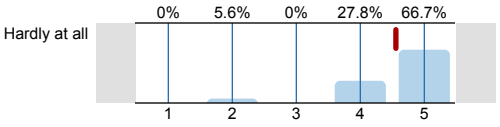
n=7
av.=5
dev.=0
ab.=11

3.12) The recitation instructor communicates effectively.



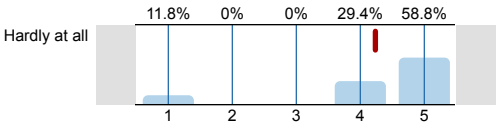
n=18
av.=4.44
dev.=1.04

3.13) The recitation instructor comprehends students' communication.



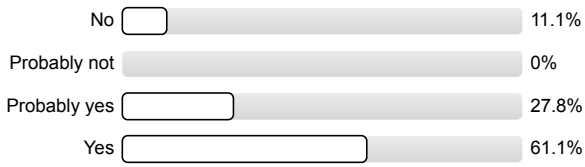
n=18
av.=4.56
dev.=0.78

3.14) The recitation instructor led this recitation effectively.



n=17
av.=4.24
dev.=1.3

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



n=18

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.

- Answers questions well and treats all students with respect even when they answer the question wrong or differently than she would have
- Group discussions and in-class activities were beneficial and made recitation better. Allowing people to communicate in class or in written form was effective because I believe it made more people participate.
- I like discussing situations as a class
- Morgan was very helpful in preparing us for our writing assignments as well as preparing us for our exams. She gave us lots of feedback on our writing so that we could improve and score higher on the next assignment. Her knowledge of philosophy was obvious when we would have class discussions or when she answered our questions.
- Professor Thompson made the lecture material relatable to the class. Most of our class had interest in careers in the health sciences, and she gave interesting applications to the class. In addition, she led discussions effectively such that the class had the opportunity to work with the lecture material ourselves to better understand it.
- Really good job at staying neutral when talking about topics of controversy. Allows students to voice their opinions.
- Recitation was very structured and organized, which is helpful. I always knew exactly what was expected of me for each class because of email communication each week.
- She definitely knew what was going on when it came to the subject.
- She did well with helping us stay up on the reading by discussing the readings before we talk about them in class; this made me, at least, read before the lecture which helped the lecture material make more sense.
- She incorporates recent news and articles into the reciation that compliment what was presented in lecture.

  She tried to make the class interesting for science majors knowing that most people were not philosophy majors.
- The instructor did a very good job of encouraging dialogue and conversation during class. It was also easier to learn material when relevant concepts were brought into discussion to help solidify topics.
- Very knowledgeable about the readings, as well as connecting it to examples. I also liked how she found articles that connected to what we were learning about. Also good job with class discussions!
- You show a serious interest in the subject matter and in relaying it to other students. Good at starting and keeping class discussions going.

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.

- Grading is much too harsh. She needs to remind herself that these are undergrads and not graduate students' work.
- Grading was a little tough and the lecturing was a little boring at times. I liked the interactive parts of the class more than just lecturing on something.

- I felt that the recitations were not very well organized. Half the time, we did not discuss matters that were going on that week in class, we were advancing before the lectures contained the material. It was very frustrating to keep up with lecture material and readings we were expected to do for recitation as well. We were also given extra assignments for recitation often. I felt as though it was all over the place rather than organized. She definitely knew what was going on when it came to the subject, I just think she didn't know how to apply it.
- I would suggest letting students know what we will be talking about several days before. In the beginning of recitation, it was hard to know what we were doing and what we should be focusing on. Towards the end of the semester, this was done and it was very helpful. I would also suggest trying to follow the lecture material more with what is discussed in recitation. This will further solidify concepts discussed.
- It was pretty good overall. Maybe a switch up in how the recitation was run; ex. discussion groups or sitting in a circle, etc.
- N/A
- Nothing really. Maybe do a little more of a review of some of the authors that are important.
- Sometimes it was hard ti voice opinion on controversial topics just because you know people will have other opinions. Maybe allow more written responses.
- Sometimes we got a little ahead of the lecture schedule (and I understand that is helpful because it gives us time for reviews), which made it difficult to actually complete all the additional readings before recitation.
- The recitation section seemed a bit scattered at times and the transition from one topic to another was sometimes abrupt.

Profile

Subunit: A&S-HPS LOWER LEVEL
Name of the instructor: Professor Morgan Thompson,
Name of the course: (Name of the survey) MIND AND MEDICINE(HPS-0612)-1085

Values used in the profile line: Mean

1. SELF RATINGS

1.1)	Did the recitations contribute to your learning in this course?	Not at all		To a very high degree	n=18	av.=4.00 md=4.00 dev.=1.24

2. COURSE AND RECITATION

2.1)	The material covered in recitation is well connected to the lectures.	Hardly at all		To a very high degree	n=18	av.=4.33 md=5.00 dev.=1.08

3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1)	The recitation instructor was well-prepared for the recitations.	Hardly at all		To a very high degree	n=18	av.=4.56 md=5.00 dev.=0.98
3.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all		To a very high degree	n=18	av.=4.44 md=5.00 dev.=1.04
3.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all		To a very high degree	n=18	av.=4.17 md=5.00 dev.=1.29
3.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all		To a very high degree	n=18	av.=4.39 md=5.00 dev.=1.14
3.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all		To a very high degree	n=18	av.=4.22 md=4.00 dev.=0.88
3.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all		To a very high degree	n=18	av.=3.72 md=4.00 dev.=1.18
3.7)	The recitation instructor provided helpful answers to students' questions.	Hardly at all		To a very high degree	n=18	av.=4.11 md=4.50 dev.=1.13
3.8)	The recitation instructor treated students with respect.	Hardly at all		To a very high degree	n=18	av.=4.56 md=5.00 dev.=1.29
3.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all		To a very high degree	n=18	av.=4.39 md=5.00 dev.=1.14
3.10)	The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all		To a very high degree	n=17	av.=4.71 md=5.00 dev.=0.59
3.11)	The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	Hardly at all		To a very high degree	n=7	av.=5.00 md=5.00 dev.=0.00
3.12)	The recitation instructor communicates effectively.	Hardly at all		To a very high degree	n=18	av.=4.44 md=5.00 dev.=1.04
3.13)	The recitation instructor comprehends students' communication.	Hardly at all		To a very high degree	n=18	av.=4.56 md=5.00 dev.=0.78
3.14)	The recitation instructor led this recitation effectively.	Hardly at all		To a very high degree	n=17	av.=4.24 md=5.00 dev.=1.30