

Project Title: 2221 - Teaching Survey Fall 2021

Courses Audience: 12
Responses Received: 7
Response Rate: 58.33%

Report Comments

Included in this report:

- Responses to numerical questions
- Responses to instructor added questions (if applicable)
- Student comments

Interpreting OMET Teaching Survey Reports

A guide to interpreting OMET teaching survey results can be found here - <https://teaching.pitt.edu/omet/survey-results/>.

Develop a plan using your student opinion of teaching results.

- Meet with a Teaching Consultant who can help you interpret your results and develop a course of action if necessary. Email teaching@pitt.edu to set up a consultation.
- Plan on collecting student feedback during the semester the next time you teach. OMET offers a midterm course survey option and there are additional ways to collect student feedback throughout the term. For more information, go to <https://teaching.pitt.edu/omet/midterm/>
- In the future, discuss, teach, and model giving meaningful feedback with your students. Give them multiple opportunities to practice giving feedback. We have several resources that can help guide the discussion and options for gathering student feedback throughout the term.

Go to: <https://teaching.pitt.edu/omet/> for more details, references, and resources.

School of Education

“We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.”

Students
The course did a good job of relating to the mission–vision statement.
This course exemplified the mission–vision perfectly.
I think Dr. Vasudevan does an excellent job aligning her course with Pitt Ed's mission statement. She has been a stellar educator and an even better human being.
N/A

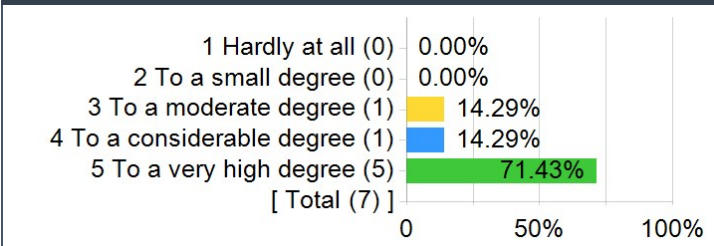
Please answer the following:

Question	Response Count	Mean	Standard Deviation
The instructor was enthusiastic about teaching the course.	7	4.86	0.38
The course was well organized.	7	4.29	0.95
The instructor maintained an environment where students had equitable opportunities to participate.	7	4.57	0.79
The instructor maintained an environment where students felt supported asking questions and seeking assistance.	7	4.57	0.79
The course supported a learning community where students were an important part of each other's learning experiences.	7	4.86	0.38
The course included materials, readings, and resources that reflect the experiences of historically minoritized communities, cultures, and ways of knowing.	7	4.71	0.76

Details

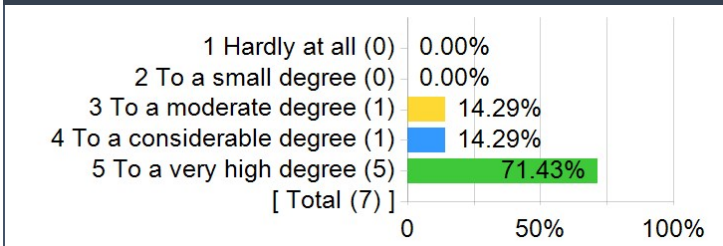
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3. The instructor maintained an environment where students had equitable opportunities to participate.



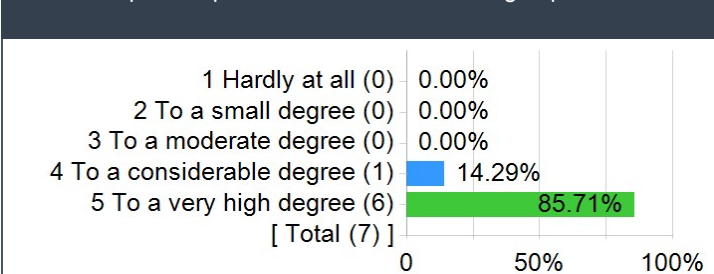
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Invited Count	12
Response Count	7
Response Ratio	58.33%
Mean	4.57
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Mode	5
Standard Deviation	0.79

4. The instructor maintained an environment where students felt supported asking questions and seeking assistance.



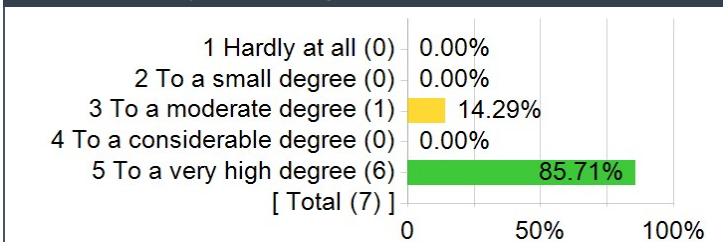
Statistics	Value
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Response Ratio	58.33%
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5. The course supported a learning community where students were an important part of each other's learning experiences.



Statistics	Value
Invited Count	12
Response Count	7
Response Ratio	58.33%
Mean	4.86
Median	5.00
Mode	5
Standard Deviation	0.38

6. The course included materials, readings, and resources that reflect the experiences of historically minoritized communities, cultures, and ways of knowing.



Statistics	Value
Invited Count	12
Response Count	7
Response Ratio	58.33%
Mean	4.71
Median	5.00
Mode	5
Standard Deviation	0.76

What was strongest about this course environment?

Students
You can share with your classmates and receive comments every week.
The strongest thing about this course environment was the additional materials provided.
The professor was very supportive and accommodating. The environment was one where the students became a part of a community of learning. Everyone communicated with each other through assignments providing feedback and support.
applied all the different and various tools including technologies that students can learn and do homework.
The instructor was very open to having student interactions; she answered emails promptly and was willing to schedule office hours when students had a need to discuss course assignments.
Dr. Vasudevan's communication as well as her ability to make each student to feel comfortable not only about course content, but life in general. She has been truly amazing.
Dr. Vasudevan provided video instructions each week even under such circumstances.

What would improve the course environment?

Students
It would be better if this course were in person.
N/A
It will be more clear for students to understand teacher's points if the instruction would be shorter.
This course was designed with too many assignments. I was unable to keep up with all of it, and I feel my work in other classes was impacted by the stress of too many things to do in this class.
Nothing.
Clearer instructions on assignments and better orgnization.

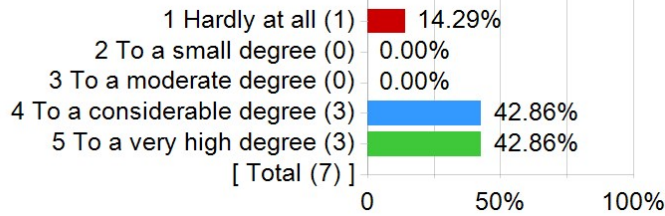
To what extent did the instructor manage synchronous and asynchronous learning activities effectively in the context of [If an item does not apply, select NA]:

Question	Response Count	Mean	Standard Deviation
Using online communication tools to build community and reduce isolation.	7	4.14	0.69
Providing opportunities for collaboration (e.g. class discussion, lectures, projects, and labs).	7	4.43	0.53
Facilitating synchronous whole class discussion.	7	4.00	1.41
Including diverse instructional content beyond text (video, podcasts, graphics, etc.).	7	4.14	1.07
Maintaining frequent communication between faculty and students (e.g., present and active in discussion forum, announcements, etc.)	7	4.57	0.79
Showing consideration for the questions and perspectives of students.	7	4.29	0.76
Providing opportunities for application of course content.	7	4.43	0.53
Providing timely feedback on student work.	7	4.00	0.82
Providing constructive feedback that helped students improve their work/learning.	7	4.57	0.53
Providing accessible course materials (e.g., closed captions/transcripts for videos, alternative text for images, searchable pdf documents).	7	4.43	0.79

Details

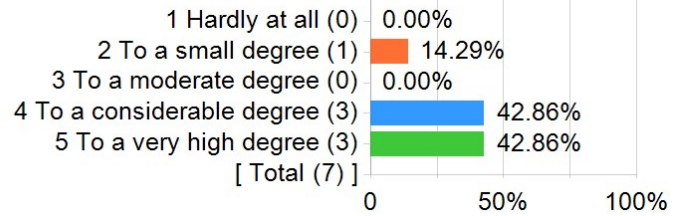
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3. Facilitating synchronous whole class discussion.



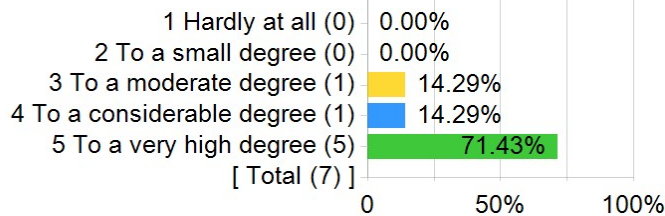
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Invited Count	12
Response Count	7
Response Ratio	58.33%
Mean	4.00
Median	4.00
Mode	4, 5
Standard Deviation	1.41

4. Including diverse instructional content beyond text (video, podcasts, graphics, etc.).



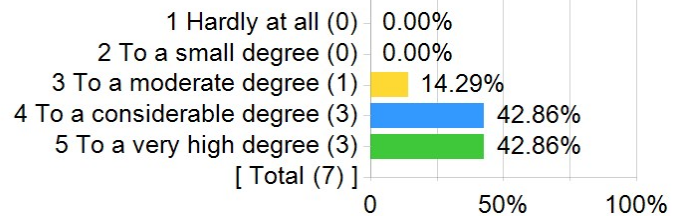
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Mode	4, 5
Standard Deviation	1.07

5. Maintaining frequent communication between faculty and students (e.g., present and active in discussion forum, announcements, etc.)

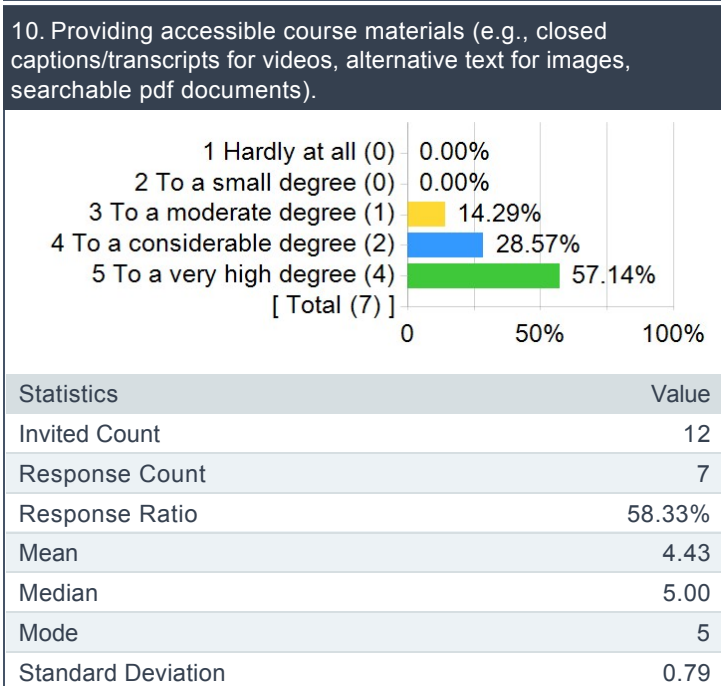
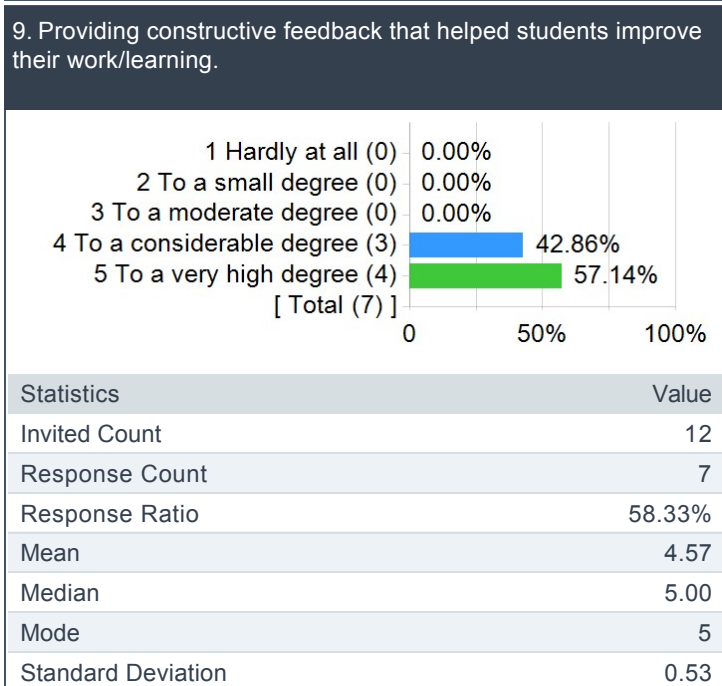
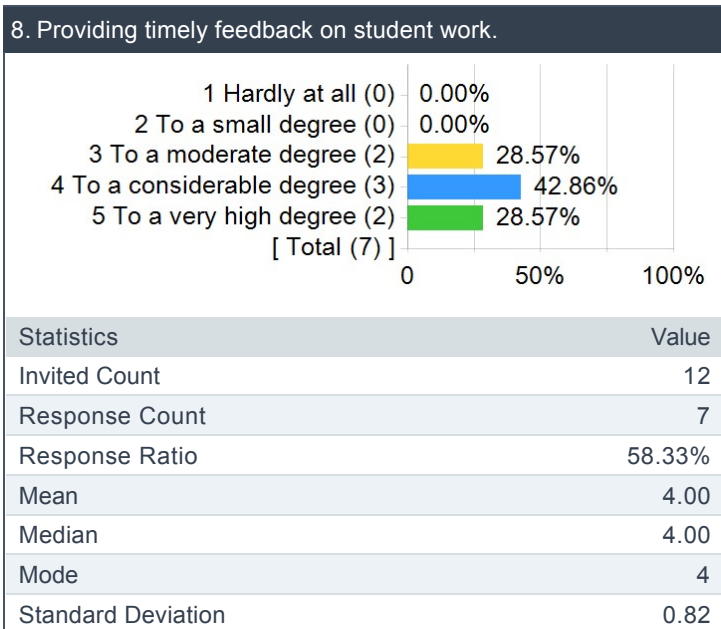
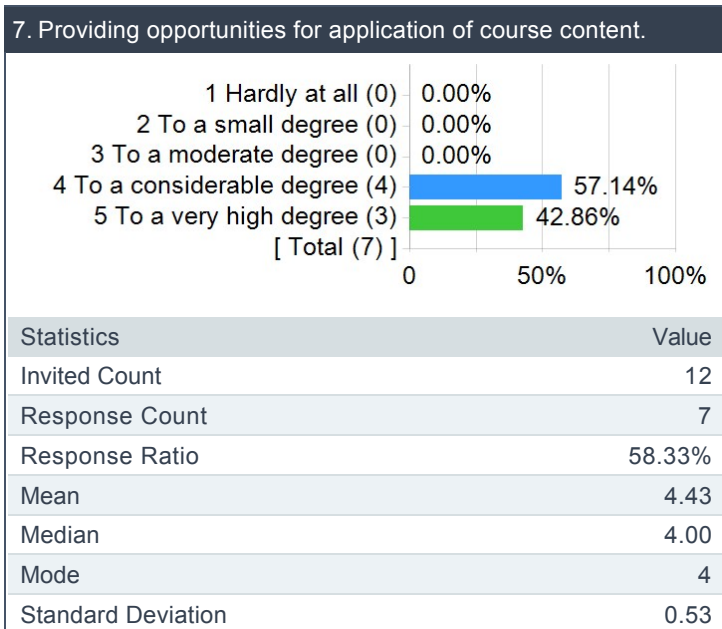


Statistics	Value
Invited Count	12
Response Count	7
Response Ratio	58.33%
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6. Showing consideration for the questions and perspectives of students.



Statistics	Value
Invited Count	12
Response Count	7
Response Ratio	58.33%
Mean	4.29
Median	4.00
Mode	4, 5
Standard Deviation	0.76



What was strongest about this instructor?

Students
Dr. Vasudevan is a very knowledgeable professor.
Dr. Vasudevan's strongest quality as an instructor was her ability to each week ask for feedback, and adjust the course materials in response to the weekly surveys. She was also always easily accessible by email to clarify any misconceptions.
Veena made herself available anytime students needed additional information or support. She provided meaningful feedback that clarified any issues that the students had. She was willing to use alternate materials and timelines to assist the students learning.
professional, caring, and flexible
She obviously cares about her students and is very knowledgeable about research.
It was clear that teaching this course was a priority to her, even though she has so many other things going on in her life. Her dedication to her students never went unnoticed.
The enthusiasm she brought into teaching this class even under a remote situation.

What ideas would you share with this instructor about how to manage the course more effectively next time they teach it?

Students
N/A
Most online courses have one or two assignments every week, with one of them being a discussion board. Most weeks this class had 3 or more assignments, with requirements to reply to other students. I think this course would be more effective if it were re-organized to limit assignments to a reasonable amount of time that students have for each class. For example, if 50 pages of reading are assigned you can assume a careful reading will take students at least an hour. If they then have to synthesize the reading into an assignment, and then read and reply to classmates, that is another two hours at least. With more than one assignment, a student might be spending 10 hours or more. Research is also time-consuming. I think the course could be taught well without a lot of the extras that were built in.
I would say to keep up the excellent work, and to take care of her little ones at home as much as she took care of us!
Maybe taking more into consideration that some students in this class don't actually have a class to conduct a proper research.

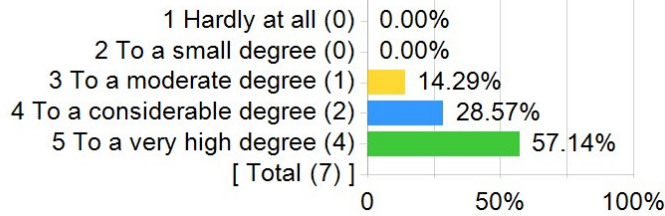
Please answer the following [if an item does not apply, select NA]:

Question	Response Count	Mean	Standard Deviation
The course developed my ability to apply theory to practice/praxis.	7	4.57	0.79
The course developed my problem-solving skills.	7	4.57	0.53
The course developed my critical perspectives towards theory and/or practice.	7	4.43	0.79
The course developed my writing skills.	7	4.71	0.49
The course developed my ability to provide constructive critiques to others.	7	4.57	0.79
The course developed my communication/presentation skills.	7	4.57	0.79
The course developed my awareness of inequitable educational structures.	6	4.33	1.21

Details

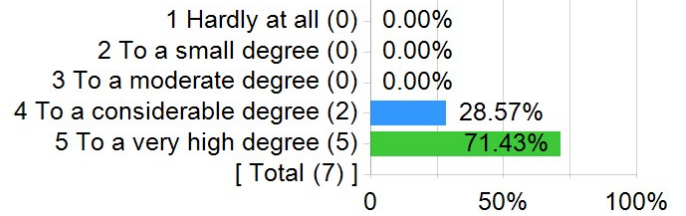
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3. The course developed my critical perspectives towards theory and/or practice.



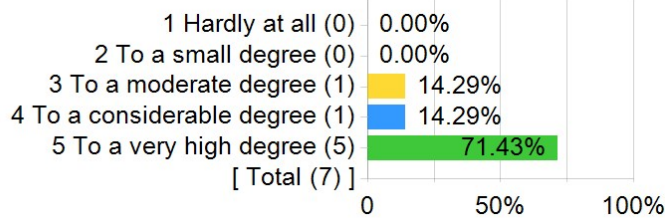
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4. The course developed my writing skills.



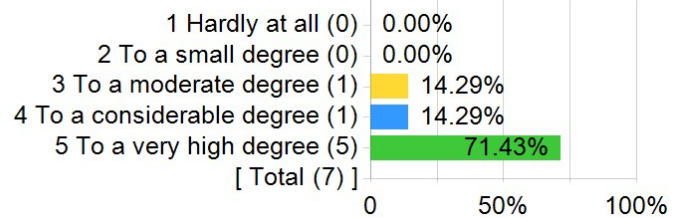
Statistics	Value
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Mode	5
Standard Deviation	0.49

5. The course developed my ability to provide constructive critiques to others.



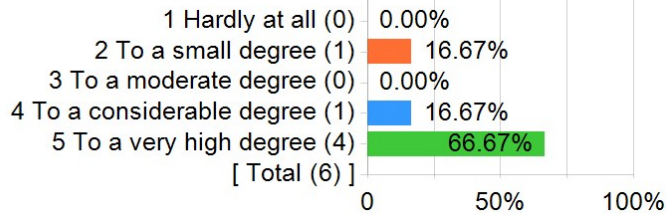
Statistics	Value
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Response Count	7
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6. The course developed my communication/presentation skills.



Statistics	Value
Invited Count	12
Response Count	7
Response Ratio	58.33%
Mean	4.57
Median	5.00
Mode	5
Standard Deviation	0.79

7. The course developed my awareness of inequitable educational structures.



Statistics	Value
Invited Count	12
Response Count	6
Response Ratio	50.00%
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	1.21

What learning objectives do you think should be added or removed from this course, if any? Why?

Students
N/A
I'm not sure about learning objectives, (I don't think any learning objectives should be removed) but the amount of work required to meet them is too much.
To actually conduct research on existing classes, maybe the final proposal could be done another way.

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	7	4.00	1.53

Details

