

Project Title: 2221 - Teaching Survey Fall 2021

Courses Audience: 23
Responses Received: 17
Response Rate: 73.91%

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.”

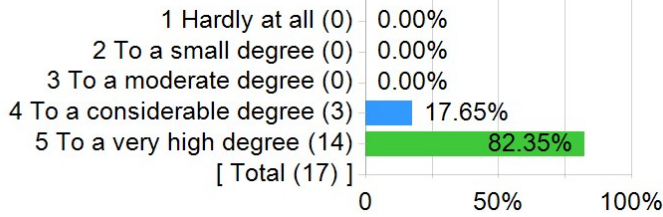
Students
This course exemplifies well with Pitt Ed's mission and vision.
It's fine.
The course was built on collaboration as a learning community, as it stimulated thinking to produce knowledge of STEAM practices.
Yes, I think this course aligns with the mission–vision. I felt challenged and inspired to create meaningful work, which would enhance my understanding of the content.
I do think that this course addressed instructional/curricular strategies that aim to close the gaps in opportunity gaps. I would have liked more information about how to get expensive tools (like the Hummingbird kit) to schools so that there enough materials for each child/group. In schools with insufficient funding, access to those materials can be challenging, so I wonder how practical some of the unit planning can be in my context.
This course aligns with the mission of Pitt Education. We collaborate with each other in the course and gave each other feedback to help us grow. This course address social and technological change in our teaching enviornment!
This course is perfectly aligned with the Mission statement.
This course absolutely aligns with Pitt's mission–vision! I was very excited to learn the content. The course had engaging and relevant reading and video material. I was encouraged to connect my written material to an equitable just society. I was able to correlate my content to equal access and representation.
I would definitely agree that the course aligns with the department's mission statements. We spent time in the course addressing the implications and inequities that are inherent in our education system.
The flexibility offered throughout the course was greatly appreciated and aligns with the mission of committing to the student and understanding that the student is much more than just a student.

Please answer the following:

Question	Response Count	Mean	Standard Deviation
The instructor was enthusiastic about teaching the course.	17	4.82	0.39
The course was well organized.	17	4.76	0.44
The instructor maintained an environment where students had equitable opportunities to participate.	17	4.71	0.59
The instructor maintained an environment where students felt supported asking questions and seeking assistance.	17	4.82	0.39
The course supported a learning community where students were an important part of each other's learning experiences.	17	4.65	0.61
The course included materials, readings, and resources that reflect the experiences of historically minoritized communities, cultures, and ways of knowing.	17	4.65	0.61

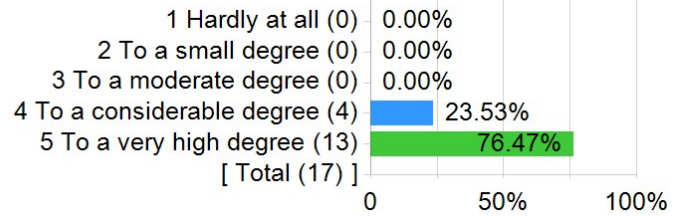
Details

1. The instructor was enthusiastic about teaching the course.



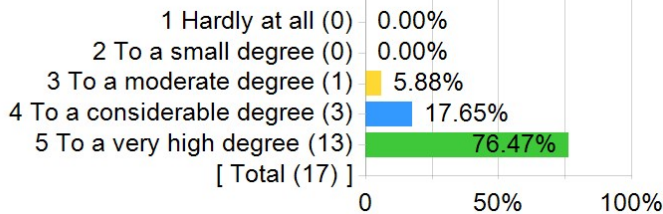
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.82
Median	5.00
Mode	5
Standard Deviation	0.39

2. The course was well organized.



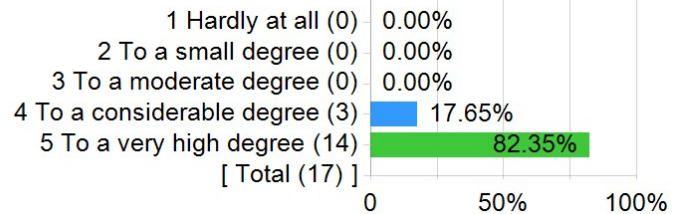
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.76
Median	5.00
Mode	5
Standard Deviation	0.44

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



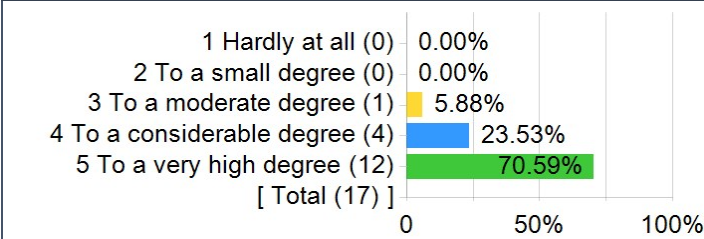
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.71
Median	5.00
Mode	5
Standard Deviation	0.59

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



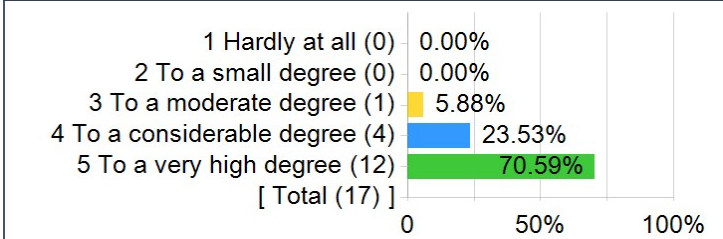
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.82
Median	5.00
Mode	5
Standard Deviation	0.39

5. The course supported a learning community where students were an important part of each other's learning experiences.



Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.65
Median	5.00
Mode	5
Standard Deviation	0.61

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	23
Response Count	17
Response Ratio	73.91%
Mean	4.65
Median	5.00
Mode	5
Standard Deviation	0.61

What was strongest about this course environment?

Students
professor was very understanding and helpful with assignments.
Connections with other students and feedback from the teacher
There was a clear message in this course. You knew exactly what was expected of you and what you were learning.
the collaboration among peers
Dr. Quigley's feedback was thoughtful and helpful. Her feedback challenged me to think harder about adding more to my unit plan.
It was a very supportive and open forum for exchanging ideas.
This was an incredible course! The instructor built the course where each lesson and assignment naturally ebbed into the culmination of the final project. I really liked being a part of that experience where each lesson was meaningful.
Discussion posts led to peer interaction. Instructor very helpful.
The instructor's knowledge around STEAM and transdisciplinary teaching
Hummingbird kit, accessible readings, videos
I love the opportunities to discuss with other classmates.
I really enjoyed the robotics component of the course – it required work and I learned some new skills but it honestly felt like playing and not like an assignment which was great.
I really appreciated the flexibility of the course. As a single mother, working full time, taking two classes I constantly felt like I was drowning and if I did this again I likely wouldn't have done two classes at the same time. Thankfully Professor Quigley was flexible and understanding. The information was interesting and helpful.

What would improve the course environment?

Students
nothing.
Having more opportunities to go over drafts of assignments
More videos from the professor.
As a working professional, I had to be very disciplined to keep up with the class schedule. Although, I do appreciate it now that the course is complete in October!
NA
Possibly considering more peer interaction directly
More allowance to disagree with the instructor and not get penalized for it
I generally struggle with accountability in online course settings; not that that is a particular fault of the course, but having some in person support/meet ups would also be nice

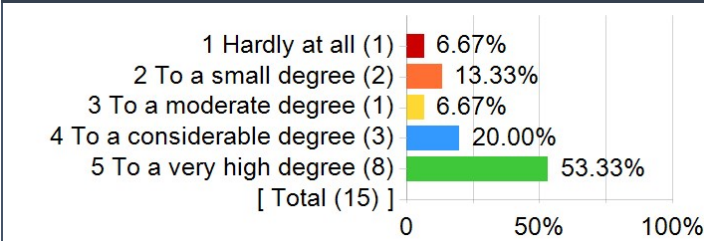
To what extent did the instructor manage synchronous and asynchronous learning activities effectively in the context of [If an item does not apply, select NA]:

Question	Response Count	Mean	Standard Deviation
Using online communication tools to build community and reduce isolation.	17	4.71	0.59
Providing opportunities for collaboration (e.g. class discussion, lectures, projects, and labs).	17	4.47	0.94
Facilitating synchronous whole class discussion.	15	4.00	1.36
Including diverse instructional content beyond text (video, podcasts, graphics, etc.).	17	4.53	0.80
Maintaining frequent communication between faculty and students (e.g., present and active in discussion forum, announcements, etc.)	17	4.59	0.62
Showing consideration for the questions and perspectives of students.	17	4.59	0.62
Providing opportunities for application of course content.	17	4.71	0.59
Providing timely feedback on student work.	17	4.59	0.62
Providing constructive feedback that helped students improve their work/learning.	17	4.47	0.72
Providing accessible course materials (e.g., closed captions/transcripts for videos, alternative text for images, searchable pdf documents).	16	4.63	0.50

Details

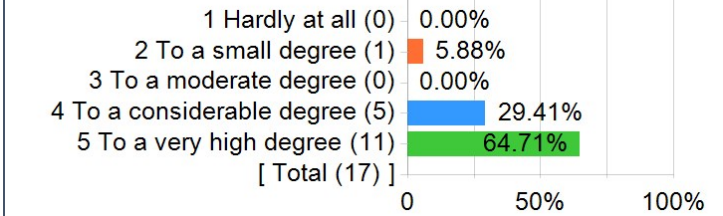
1. Using online communication tools to build community and reduce isolation.	2. Providing opportunities for collaboration (e.g. class discussion, lectures, projects, and labs).																																
<p>1 Hardly at all (0) 0.00%</p> <p>2 To a small degree (0) 0.00%</p> <p>3 To a moderate degree (1) 5.88%</p> <p>4 To a considerable degree (3) 17.65%</p> <p>5 To a very high degree (13) 76.47%</p> <p>[Total (17)]</p>	<p>1 Hardly at all (0) 0.00%</p> <p>2 To a small degree (1) 5.88%</p> <p>3 To a moderate degree (2) 11.76%</p> <p>4 To a considerable degree (2) 11.76%</p> <p>5 To a very high degree (12) 70.59%</p> <p>[Total (17)]</p>																																
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>23</td> </tr> <tr> <td>Response Count</td> <td>17</td> </tr> <tr> <td>Response Ratio</td> <td>73.91%</td> </tr> <tr> <td>Mean</td> <td>4.71</td> </tr> <tr> <td>Median</td> <td>5.00</td> </tr> <tr> <td>Mode</td> <td>5</td> </tr> <tr> <td>Standard Deviation</td> <td>0.59</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	23	Response Count	17	Response Ratio	73.91%	Mean	4.71	Median	5.00	Mode	5	Standard Deviation	0.59	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>23</td> </tr> <tr> <td>Response Count</td> <td>17</td> </tr> <tr> <td>Response Ratio</td> <td>73.91%</td> </tr> <tr> <td>Mean</td> <td>4.47</td> </tr> <tr> <td>Median</td> <td>5.00</td> </tr> <tr> <td>Mode</td> <td>5</td> </tr> <tr> <td>Standard Deviation</td> <td>0.94</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	23	Response Count	17	Response Ratio	73.91%	Mean	4.47	Median	5.00	Mode	5	Standard Deviation	0.94
Statistics	Value																																
Invited Count	23																																
Response Count	17																																
Response Ratio	73.91%																																
Mean	4.71																																
Median	5.00																																
Mode	5																																
Standard Deviation	0.59																																
Statistics	Value																																
Invited Count	23																																
Response Count	17																																
Response Ratio	73.91%																																
Mean	4.47																																
Median	5.00																																
Mode	5																																
Standard Deviation	0.94																																

3. Facilitating synchronous whole class discussion.



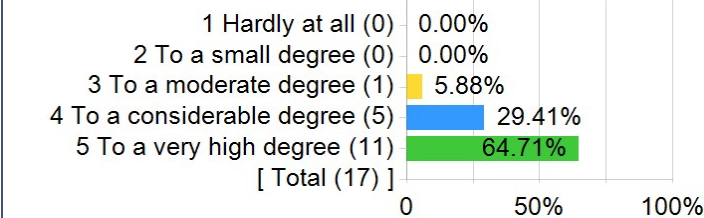
Statistics	Value
Invited Count	23
Response Count	15
Response Ratio	65.22%
Mean	4.00
Median	5.00
Mode	5
Standard Deviation	1.36

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



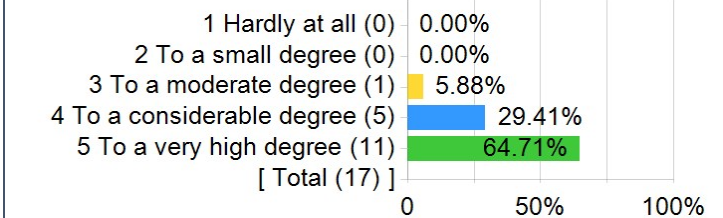
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.53
Median	5.00
Mode	5
Standard Deviation	0.80

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



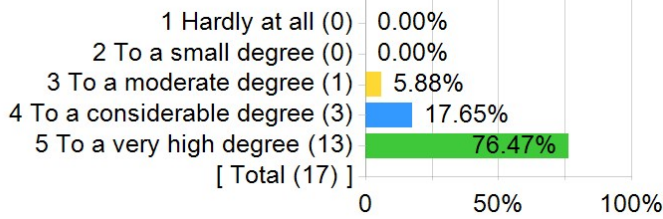
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.59
Median	5.00
Mode	5
Standard Deviation	0.62

6. Showing consideration for the questions and perspectives of students.



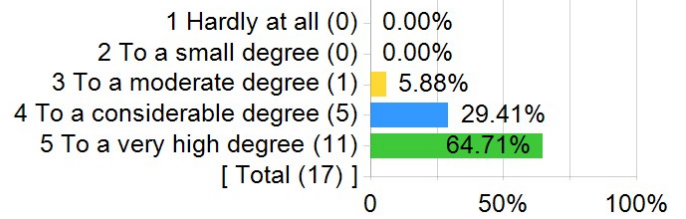
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.59
Median	5.00
Mode	5
Standard Deviation	0.62

7. Providing opportunities for application of course content.



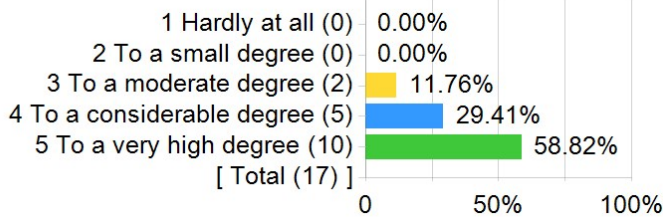
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.71
Median	5.00
Mode	5
Standard Deviation	0.59

8. Providing timely feedback on student work.



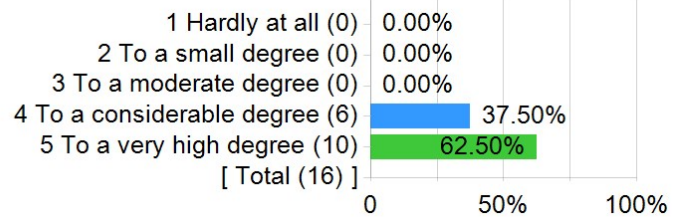
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.59
Median	5.00
Mode	5
Standard Deviation	0.62

9. Providing constructive feedback that helped students improve their work/learning.



Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	0.72

10. Providing accessible course materials (e.g., closed captions/transcripts for videos, alternative text for images, searchable pdf documents).



Statistics	Value
Invited Count	23
Response Count	16
Response Ratio	69.57%
Mean	4.63
Median	5.00
Mode	5
Standard Deviation	0.50

What was strongest about this instructor?

Students
Very helpful with assignments
Her knowledge of STEAM
Knows the content very well.
Course was organized.
Her feedback on assignments!
Very organized and provided good, quick feedback.
Dr. Quigley is an engaging professor who encourages her students to critically examine equity. Dr. Quigley's class has enabled me to think about the material with a new perspective that I am eager to apply in my daily pursuit of STEM education.
Super helpful and mindful of student situations. Very responsive!
Her quick responses and seemingly always open availability
Cumulative growth projects
Always have good feedback
I really like how Dr. Quigley is supportive of her students and tries to provide different angles to all of the STEAM courses she teaches
She was always quick to respond to emails
Her understanding and flexibility.

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

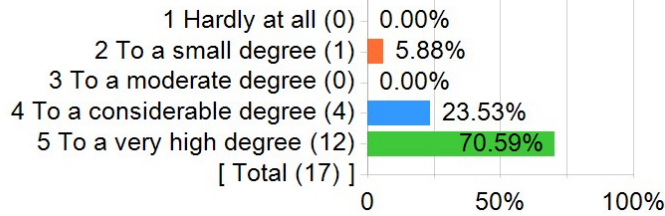
Students
none, course was managed very well
all things are fine
Maybe more chances where we can hear you speak on the topic since you are so knowledgeable.
Positive feedback was vague at times. It would be helpful to know what specifically was done well in assignments, as opposed to only specifying on what needs to be improved.
Can't wait for the next class!
NA
Nothing, she managed it very well.
Only thing that was hard to manage about the course was the 7 week length. It really threw me off guard and I felt like I was spending a lot of time catching up throughout the term, though that is considerably due to my own poor time management and not the mismanagement of the course by the instructor.

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.	17	4.59	0.80
The course developed my problem-solving skills.	16	4.63	0.81
The course developed my critical perspectives towards theory and/or practice.	17	4.71	0.59
The course developed my writing skills.	17	4.29	1.10
The course developed my ability to provide constructive critiques to others.	17	4.47	0.80
The course developed my communication/presentation skills.	17	4.35	1.06
The course developed my awareness of inequitable educational structures.	17	4.47	0.80

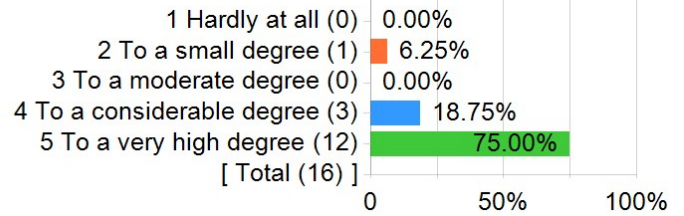
Details

1. The course developed my ability to apply theory to practice/praxis.



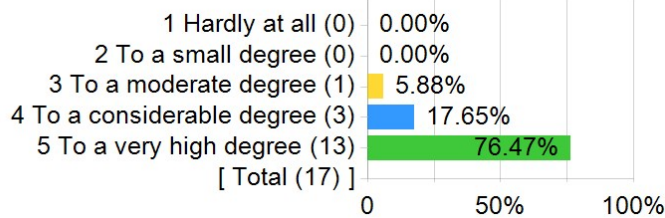
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.59
Median	5.00
Mode	5
Standard Deviation	0.80

2. The course developed my problem-solving skills.



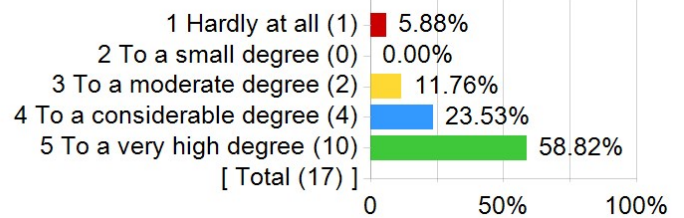
Statistics	Value
Invited Count	23
Response Count	16
Response Ratio	69.57%
Mean	4.63
Median	5.00
Mode	5
Standard Deviation	0.81

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



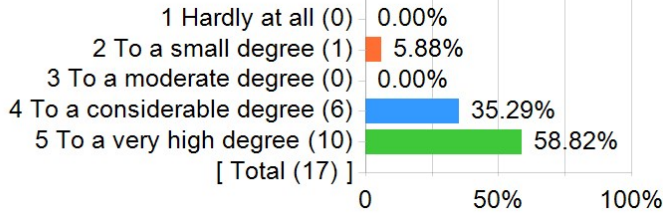
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.71
Median	5.00
Mode	5
Standard Deviation	0.59

4. The course developed my writing skills.



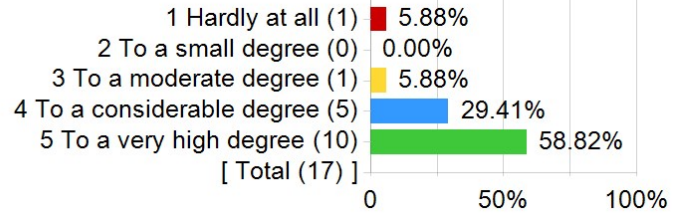
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	1.10

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



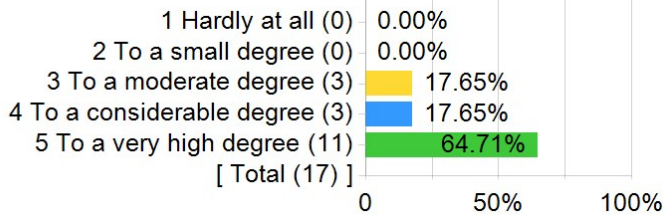
Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	0.80

6. The course developed my communication/presentation skills.



Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.35
Median	5.00
Mode	5
Standard Deviation	1.06

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



Statistics	Value
Invited Count	23
Response Count	17
Response Ratio	73.91%
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	0.80

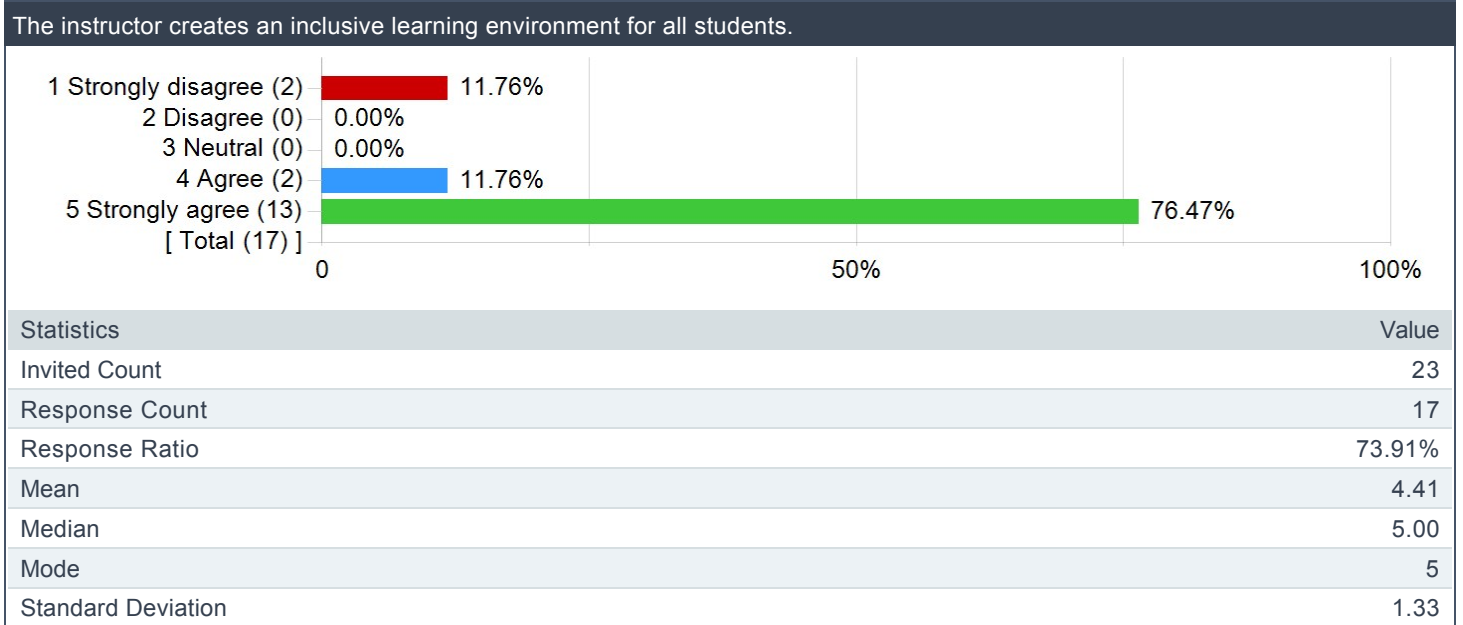
What learning objectives do you think should be added or removed from this course, if any? Why?

Students
none
Working with technology was a personal challenge –perhaps options if problems arise
Nothing
NA. This was a most fulfilling class. I am walking away from this course with a wealth of new knowledge!
Inequitable educational structures. The google example has been debunked multiple times over the the woman who claims it is now on Twitter saying pretty offensive about white people. It just seemed like a less–than–optimal just of person to highlight.
–

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	17	4.41	1.33

Details



Personalized Questions

The way the instructor created content in Canvas helped me learn

