University of Pittsburgh

Summer 2020 - Joao Victor Guedes Neto PS 0300 - COMPARATIVE POLITICS - 1200 - Lecture

Project Title: **2207 - Teaching Survey Summer 2020**

Courses Audience: **24**
Responses Received: **13**
Response Rate: **54.17%**

Subject Details	
Name	PS 0300 - COMPARATIVE POLITICS - 1200 - Lecture
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	18778
SECTION_NUMBER	1200
TERM_NUMBER	2207
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Joao Victor
Last Name	Guedes Neto
RANK_DESCR	Assistant
TENURE	NT

Report Comments

Student Opinion of Teaching Survey – Instructor Report

Report Guidelines for Spring/Summer 2020
Provost Cudd has provided guidelines for Student Opinion of Teaching Surveys for Spring and Summer 2020.

No copy of this report will be released to anyone other than the individual faculty member. If you choose to provide a copy of this report to your dean, chair, or other administrator, you may download a PDF copy to send.

Additional questions were added at the request of the Office of the Provost in order to gather student input about the remote learning experience.

Included in this report:
- Responses to Remote Instruction and Learning Questions
- Numerical results to Likert scaled items - Summary and Detailed Result
- Responses to Comments or Open-ended Questions
- Responses to additional School or Department Questions (if applicable)
- Responses to additional QP/Custom Questions (if applicable)

See our guide - Understanding Your Report - for more details about interpreting your results.

Collect student feedback early next term.
Read more about Midterm Course Surveys and the OMET option.

Creation Date: **Monday, August 17, 2020**

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Remote Instruction and Learning Questions

Students were asked to provide feedback about the move to remote instruction and learning as part of the University's response to the COVID-19 pandemic.

Instructor Interaction - Scale: Strongly Disagree (1) to Strongly Agree (5)

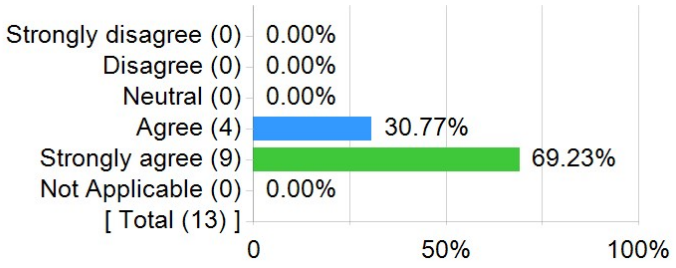
Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor during this term's remote instruction.	13	4.69	0.48

Course Resources - Scale: Strongly Disagree (1) to Strongly Agree (5)

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework in this term's remote instruction format.	13	4.62	0.51

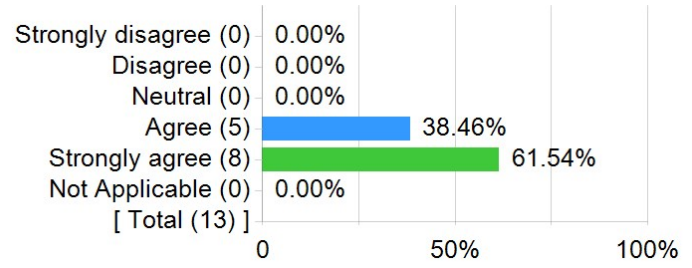
Instructor and Course Details

1. I was able to interact effectively with the instructor during this term's remote instruction.



Statistics	Value
Invited Count	24
Response Count	13
Response Ratio	54.17%
Mean	4.69
Median	5.00
Mode	5
Standard Deviation	0.48

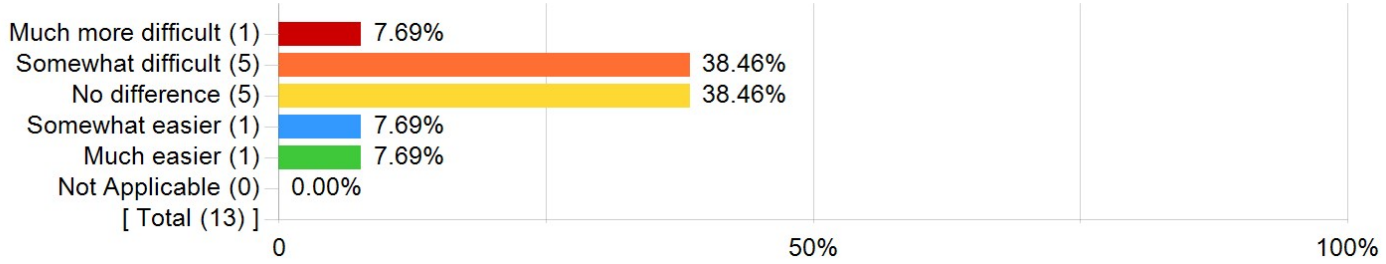
2. I had the resources I needed to finish my coursework in this term's remote instruction format.



Statistics	Value
Invited Count	24
Response Count	13
Response Ratio	54.17%
Mean	4.62
Median	5.00
Mode	5
Standard Deviation	0.51

Move to the remote environment - Scale: Much more difficult (1) to much easier (5)

Taking this course in a remote environment made it (blank) for me to learn.



Statistics	Value
Invited Count	24
Response Count	13
Response Ratio	54.17%
Mean	2.69
Median	3.00
Mode	2, 3

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

Comments
I think the remote learning option is more accessible than in–person classes
My remote environment (my parent's house) is the most unideal work environment. Online learning does not work with my learning style at all.
Since online education can scale much easier than in person education (due to many classes being recorded) the entire educational model should be switched. No reason to pay full price.
I struggled a lot with being able to focus on the lectures because of just the format most professors do of just sharing the screen and going through slides. Just makes it harder to also take exams because I am used to having extra time in a testing center.
There were times I was unable to submit assignments due to poor internet connection.
Really enjoyed the guest speakers, made the remote environment much more enjoyable and engaging.
It was a good experience, but I very much prefer in person lectures.
Online learning applies a more exhaustive skillset than in person classes, and it relies on me to have more agency over my education.
I honestly feel like I learned the topics better because I could watch the recordings of the class or read the class assingned documents on my own time and remotely which allowed me more time.

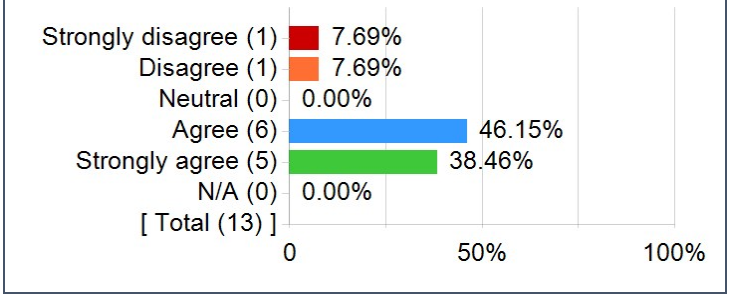
Arts and Sciences Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

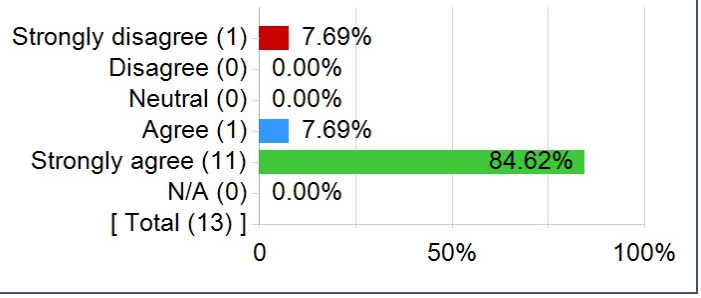
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	13	4.00	1.22
The instructor was prepared for class.	13	4.62	1.12
The instructor treated students with respect.	13	4.69	1.11
The instructor was available to me (in-person, electronically, or both).	12	4.25	1.14
The instructor evaluated my work fairly.	13	4.31	1.11
The instructor provided feedback that was helpful to me.	13	4.54	1.13
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	13	4.15	1.28

Detailed Responses

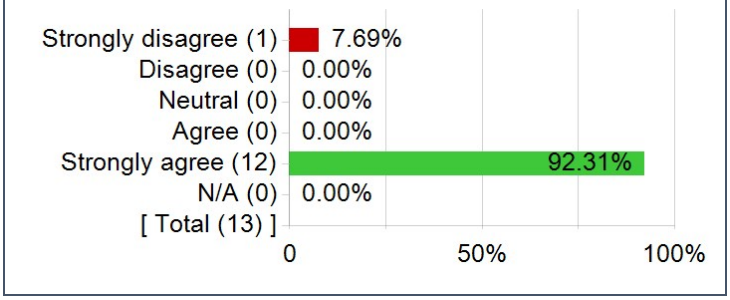
1. The instructor created an atmosphere that kept me engaged in course content.



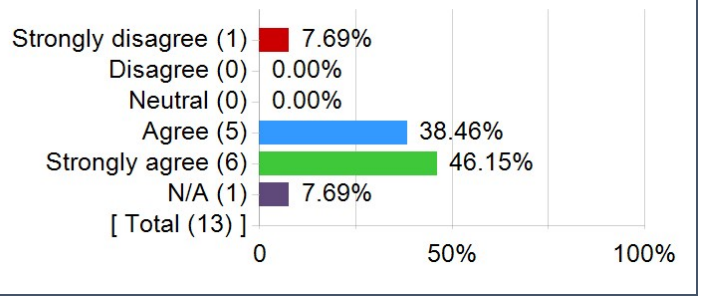
2. The instructor was prepared for class.



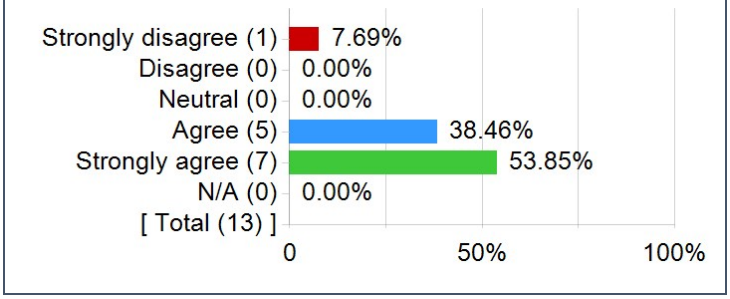
3. The instructor treated students with respect.



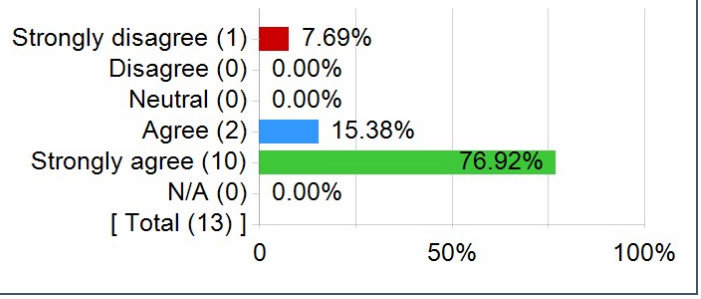
4. The instructor was available to me (in-person, electronically, or both).



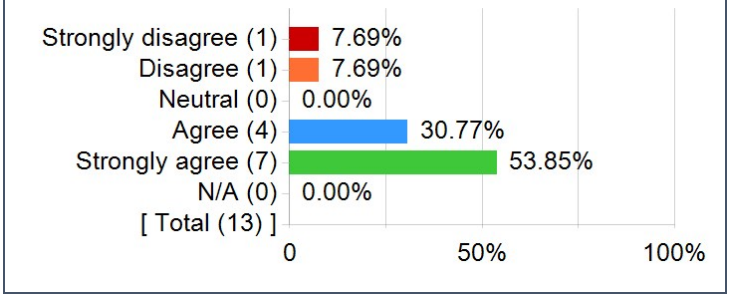
5. The instructor evaluated my work fairly.



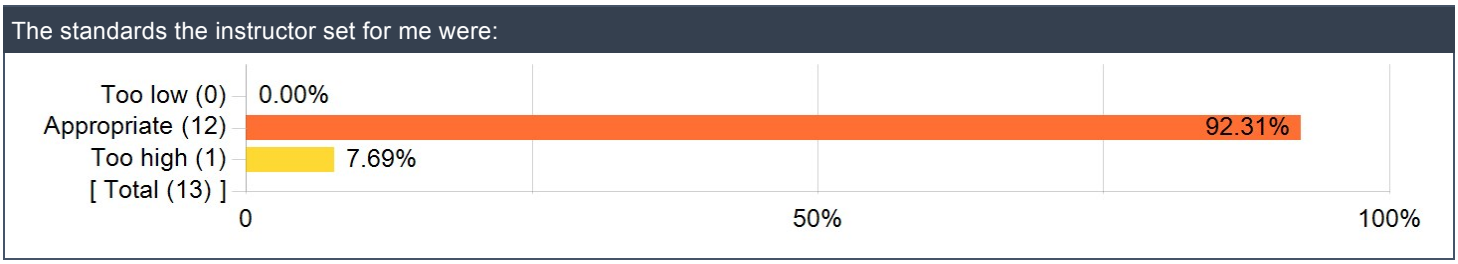
6. The instructor provided feedback that was helpful to me.



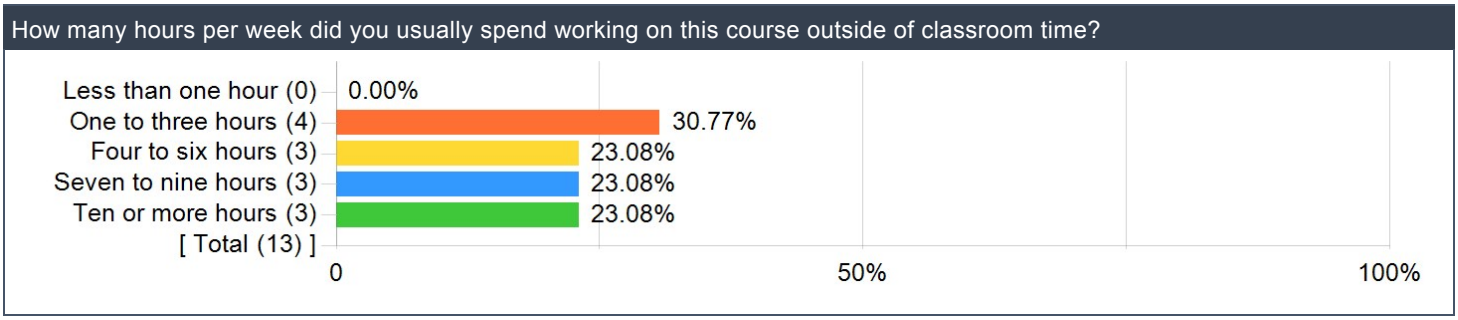
7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.



The standards the instructor set for me were:



How many hours per week did you usually spend working on this course outside of classroom time?



Comments

What did you like best about how the course was taught?

Comments
Honestly I liked the remote instruction and recorded lectures the most
The professor was able to incorporate guest lecturers who helped to deepen and better contextualize my understanding of the course.
I liked how the lectures were split up into parts. I liked having weekly guests answer questions about their respective country.
I liked the outside speakers that were brought in. A tremendous way to take advantage of the difficulties wrought by the COVID situation.
I liked that he had speakers come in and talk to us about politics in other countries it made the class even more interesting than I thought it would be.
I enjoyed the various guest speakers we had
The guests were incredibly interesting and informative
I really enjoyed how much the professor cared about and respected our point of view, I also thought lectures were very succinct and covered the topics well.
I like that the lecture portion was easy to understand.
I liked the interactive element of having guest speakers and zoom sessions each week. This was my only summer course that had consistent scheduling, and I think that is why I learned a lot from it. Having exposure to the content with both the readings and the lectures, in addition to the zoom meetings with political figures, helped solidify my understandings of the introductory material of comparative politics. I enjoyed the format of the course as well, and I appreciated that the syllabus made the weekly schedule very clear. This was especially helpful for me as a student taking this class remotely. I always knew what was due and when, and this also goes for the way the Canvas was organized. I thoroughly enjoyed the contents of this class and felt engaged with the material.
I liked the async classes and the discussions with actual politicians
the outside speakers the teacher brought in were super helpful to get an authentic perspective on the topics we were studying.
The use of guest speakers during class; this allowed us to consolidate the information we learned in a given week and see how certain concepts are applied by real world politicians.

If you were teaching this course, what would you do differently?

Comments
Nothing
I found that the participation activities were always very time consuming, so if I was teaching this course I would just make them shorter or mor concise questions.
I wish I had a better gauge of how I did with the participation activities. I like that they aren't graded and participation was calculated at the end, but I don't really know how well I did overall.
I think it was taught well, but maybe a more practical approach could be helpful? We will likely never get a chance to just magically reform a countries' institutions. But the knowledge of them is certainly useful somehow? What type of things could/would we do right out of college with this knowledge?
Maybe make the class videos for participation shorter only because trying to find information in the videos later was hard.
Nothing
I'm not sure but it is difficult being online. Maybe more synchronous classes
The only thing I would change is that I would have the final paper due a different day than the final exam.
I felt like the readings were too long and too complicated to understand. And, most of the readings were not even mentioned in the lectures.
I would assign excerpts of the readings that we could focus on specifically in lectures. I sometimes felt like the readings were broader or too specific in what we were discussing in class, and I would have preferred to read about a few complex topics/applications from an academic paper or article then really key in on those in class. This would make the readings more manageable as well. Every other aspect of the class had the objectives clearly written out except the readings, and I think that outlining those as well would improve the homework load and expectations aspect of this course.
Assign more reasonable readings. If the readings are more accomplish–able, more people will do it.
Maybe add a test instead of an essay.
It's important to be respectful of designated class times and designated break times, especially in a live class that is over two hours. The loss of a couple minutes can seem trivial, but longer portions of class should be followed by a longer break, not a shorter one. Working remotely adds complications to everyone's life that should be considered and respected by upholding the times of the class set in the syllabus.