

Daniel Weijers : PHIL 105

PHIL 105 -1 (2153-PHIL10501-31224-Weijers) LEC
No. of responses = 28 / 31 (90.32%)



Overall indicators

Global Index



av.=4.5

STUDENT EVALUATION OF INSTRUCTION

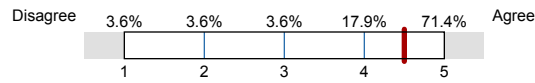


av.=4.5

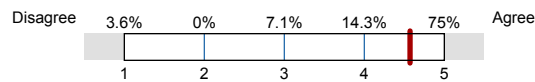
Survey Results

STUDENT EVALUATION OF INSTRUCTION

1. Course objectives and requirements were clearly indicated at the beginning of the course.

n=28
av.=4.5

2. Course content was well structured and readily accessible.

n=28
av.=4.57

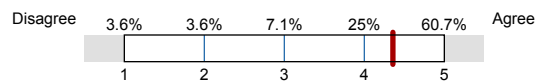
3. Readings, learning modules, and course activities helped me to achieve the course objectives.

n=28
av.=4.29

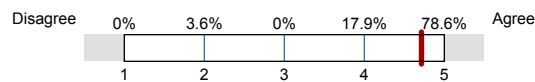
4. Course content (including lecture podcasts, slide presentations, etc.) was well organized, effectively presented, and useful.

n=28
av.=4.57

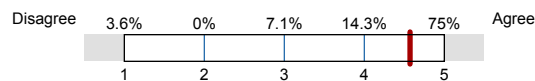
5. The instructor helped students better understand core concepts, theories, and implications.

n=28
av.=4.36

6. The instructor encouraged student/instructor interaction and communicated promptly and effectively (e.g.: via email, chat, or other communication modes used).

n=28
av.=4.71

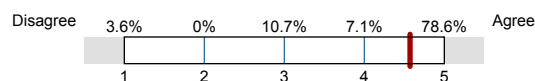
7. The instructor made good use of examples and illustrations.

n=28
av.=4.57

8. The instructor has shown interest and enthusiasm for student learning.

n=28
av.=4.61

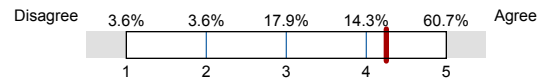
9. The instructor has returned assigned work within a reasonable time.

n=28
av.=4.57

10. The instructor has been available during scheduled office hours.

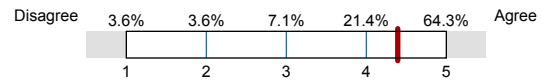
n=28
av.=4.64

11. The instructor has helped to motivate my interest and appreciation for the subject.



n=28
av.=4.25

12. The course and instructor have given me new knowledge, understanding, or skills.



n=28
av.=4.39

Comments Report

Comments
ON THE INSTRUCTOR**1. Did the instructor have any notable strengths or weaknesses? Please explain.**

- Class was very well organized. It was very clear from a beginning what was expected from students.
- Forcing us not only to understand the reading a pick a side, but also be able to back it up with reasonable claims and evidence. This was a big strength for this class.
- He did a good job interacting with students' comments.
- He did a good job trying to get the class engaged and always tried to invoke us to think deeper.
- He kept the class interesting with his sense of humor.
- His strength is that he is able to effectively engage his students into class discussions.
- His strength would be that he recognized that at times bias could play a role in the grades given. I liked the idea that he would prefer to not have any names, so as to decrease any chance of bias.
- I definitely thought the Dan was great at teaching this course.
- Knows a lot regarding the topics discussed in class. Assigns too many papers.
- Many resources on topic areas which was a great strength
- Nothing really stood out. The lecture was not very exciting.
- Professor Weijers has an excellent sense of humor and has great conduct with his students. This is a class that challenges the basis of your beliefs, and you are expected to provide reasoning for every answer. The environment had the potential to be heated sometimes, but the professor always kept it well under control.
- Stated there would be time to work in groups, but wouldn't follow through.
- Strengths: Engaging and welcomes open class discussions. Tastefully uses humor in a very balanced way to talk about ideas and topics of philosophy. Promoted critical thinking constantly with daily puzzles/scenarios.

Weaknesses: During the first week or two of the course, it felt like he was not talking loud enough to be heard in the back of the classroom. By week three or four this issue was solved.
- The instructor clearly has a passion for the subject and for teaching which translated to fairly engaging discussions on topics that might otherwise be dull. The instructor used humor effectively to keep students attentive and interested.
- The instructor could have explained examples a little bit more. He did very well in allowing students to engage in activities within the class.
- The instructor is a good communicator and explains ideas and concepts thoroughly.
- Very energetic
- Very enthusiastic and encouraged class participation/discussion. Overall a very solid Philosophy professor who is very clear with what he expects and quizzes made sure students did the assigned reading. If I had to take another philosophy class for upper division GE/Writing Intensive, I would take another one of his courses. I will definitely recommend him to other students.
- Very personable and enthusiastic about the subject.
- Was very down to earth and real. Was always very well prepared for his lectures.
- Weakness, difficult subject, at times it was hard to follow the lecture and the examples given in class. Strengths, lecture slides were great to refer back to and enjoyed random thought of the day part of lecture as it got more participation from students and opened the floor for discussion.
- Yes he was very good at getting everyone involved in the subject at hand. But if he had to work on anything i would say make the subjects more clear.
- created a fair and friendly environment in the classroom

2. Do you have any suggestions for improvement of teaching methodology?

- Go over the readings more thoroughly.
- I felt the instructor did a very good job in teaching.
- I found that the instructor engaged in a bit too much hand-holding of students which took away from lecture time, however the requirements of a writing intensive course may be to blame for excessive time spent on below-basic study and writing skills.
- More clear examples with a reflection afterwards with bullet points of the main idea. There were times where it was very difficult to comprehend certain theories or readings and quotes out of the book did not seem to help.
- More sweaters with elbow patches.
- No suggestions for improvement.
- No, I do not have any suggestions for improving his teaching methodology.
- None.
- Nope, he has a deep understanding of philosophy and other stuff. Was especially surprised he knew about the disease that was in New Guinea caused by eating infected brain material. Hella awesome.
- Not at all, he is very enthusiastic and conveys both sides of a viewpoint very unbiasedly. It's the best thing about this course, in most cases he can give a "logical" counter-argument to any strong stance a student picks. There were several times where I was dead certain about my conviction and then he would give a counter-argument that would make me stumble, reevaluate my position, and try to argue his point if I was still convicted.
- Not really.
- Nothing.
- Some questions on the reading assignments (quizzes) were very pointed and specific. Nowadays we have the internet to search for specific details, but what should really be taught are the big ideas to philosophical arguments. Quite a learning curve the first few weeks, wish there was an easier way to jump into philosophy.
- The instructor has a good teaching method and I really like that he forces students to actually speak up in order to gain participation points. I usually go through a class, never raising my hand, but this actually got me "out of my shell."
- The only improvement I can think of is making sure the entire lecture is gone through.
- The only thing I think would help is that since the reading material is very hard to understand and memorize, I think we should of been able to use our books for the quizzes. Since they are only 5 minutes, the book wouldn't help if you didn't do the reading, but can help you with specific wording if you did.
- The professor has a great sense of humor that I think would be great to use more often throughout his lectures to help lighten up the controversial topics covered in the class.
- The readings during the beginning could be improved. They were all hard to understand.
- To explain what he will be exactly looking for on our papers before our paper is due, not after.
- only do half sheets of paper for the quizzes

Comments
ON THE COURSE

3. What did you find contributed the most to your learning experience in this course?

- A very fair environment for discussion.
- Being able to hear other students share their thoughts and opinions.
- Got to know what are other people's opinions about such controversial topics.
- His mostly unbiased viewpoint, and his dedication to ensuring that students did not feel put down or ashamed of any viewpoints they suggested. If he didn't agree with what they said he would very calmly give a counterpoint that would allow them to think about or further on their conviction.
- I believe the writing assignment contributed the most to my learning experience. It required me to research a specific topic thoroughly.
- I have never before taken a philosophy class so it was rather interesting to gain new knowledge. I hated doing the analysis papers but I realize that it forced me to understand the importance of an argument structure. Also in class when I would make a statement, he always pushed me outside of my comfort zone to get to my argument. He played devil's advocate to demonstrate the importance of having an argument.
- I learned the most during lectures and discussions.
- I really enjoyed the text. The introductions from the editor greatly increased my understanding and the organization on which the articles were presented made for an informative and enjoyable read.
- I think the class conversations helped the most with my learning experience.
- I think the open discussion and puzzle/scenario aspects of the class, as well as his pacing of topics/units in the class. These both helped me learn more about philosophy and fine tuned my critical thinking skills.
- I think the topics discussed in class were very interesting and helped to understand different perspectives. The book was very helpful in this course.
- In class lecture and discussions were the best part. Professor Weijers occasionally had a value-challenging question that revealed some interesting viewpoints from the students. The professor did have to prod some students for more detailed answers.
- In class open discussions.
- Reading assignments
- Reading the book/articles assigned ahead of time.
- Studying outside of class with classmates.
- The discussions led by the professor were challenging at times and required the rethinking of previously accepted values.
- The instructor
- The pop quizzes made it so I had to do the readings. Although, I didn't like the pop quizzes, it did reinforce my learning.
- The slides and the discussion was very helpful
- What contributed the most to my course experience was the encouraged participation in the class.
- class participation (2 Counts)
- he's use of this course I am starting to think indebtedly

4. In what areas would you suggest improvements in the course?

- By the time we really start understanding a topic, another one takes its place. I wish we were able to spend more time on a subject and not progress so fast.
- Cannot think of any.
- Give clear bullet point grading rubric for the assignments.
- I would jsut say being more clear on an assignment.
- I would suggest giving more details about every chapter in the book that we went over.
- I'd suggest trying to get to the bulk of the issues sooner, or making another class wherein you learned basic western scientific phil. and then take a whole course to discuss the places where science and human values clash so that there might be even more discussion.
- Less dry readings.
- Maybe give some context before students start a reading.
- Maybe reading guides for the readings.
- More time to write the papers. Going through the assigned readings more.
- No, I do not have any suggestions for improvement in the course.
- None
- None.
- Not grading the papers so hard on the basis of how a philosophy papers are suppose to be. They are only worth 3 points and most students in the course aren't philosophy major, but rather only taking the course to fulfill their writing intensive. The first couple papers were graded to hard, as we didn't learn how exactly philosophy papers are written.
- Nothing.
- Personally, I am not a big fan of constant little assignments. But its totally up to the teacher. I felt the course was really enjoyable. I appreciated the reading quizzes because it helped me keep with the reading and made lectures much more enjoyable.
- Probably more writing since it is a writing intensive course.
- The only thing I would ask him to improve is to lay out the paper guidelines in class. He has all this information on his Blackboard page and he mentions in class to reference the material, but many of the peer papers I reviewed from other students did not meet this criteria for TWO papers. It is up to the student to seek out this information, especially since it's always available, but I feel like it would benefit his course if he spent 7-10 min before the due date of the first paper (Argument Summary) to go over the paper layout/expectations.
- The only thing that would of been nice is if we could have had spent a little less time on topic earlier on and could of talked more about the later material like cloning and genetically modified crops.
- The readings.
- To make things more simple, it would be nice to use SacCT instead of using other sites to turn in work. It would be nice if it were possible that all professors used only SacCT.
- Ultimately the largest issue with the class was that the writing intensive component of the class took away from what could otherwise be more engaging material. Unfortunately that is probably just the reality of having to teach a writing intensive course.
- Unfortunately the class is an intensive writing one that focuses heavily on writing skills. Though i know admin was avoidable by default, I wish there was more time to discuss the implications of different philosophical theories and how they pertain to science and value systems. The class acted as a great overview of different points of philosophical viewpoints, but I yearned for more detail on the subjects rather than how to write an argument. This however is no criticism on the teacher but rather a reflection of deciding to take a complicated subject for my writing intensive requirement,

Comments
ON ME

5. I have contributed to this class by...

- Actively participating
- Being there everyday and trying my hardest
- By actively participating.
- Engaging in discussions, which I RARELY ever do.
- Going to class and doing readings
- Having brilliant Nobel worthy commentary.
- I engaged in conversation, contributed my ideas and challenged the ideas of my classmates.
- I have tried contributing to this class by giving comments to other students and giving my opinions about different class material.
- I usually go through a whole semester of class and never open my mouth to speak to others in the class. I feel that by allowing myself to participate, I contributed to my group discussions and perhaps the class discussions as well.
- Participating and attempting to further discussion or express my own viewpoints with logical evidence.
- Participating in class discussing.
- Participating in class discussions. Serving as a thoughtful member of my local group.
- Participating in group discussions, reading the chapters assigned, and listening attentively to the professors lectures.
- Participating.
- Participation.
- There were times where I felt that some of the answers that I gave in the open discussion parts of the class had some influence on other students, as they would change their answers afterward.
- Writing a lot of papers and reading a lot of articles.
- being an active contributor to conversation when present in class.
- class participation
- contributing to class conversations.
- doing my part.
- doing the readings, all assignments, participating, taking the quizzes, and coming to class.
- participating in class discussions
- showing up almost everyday and by speaking and giving my opinion.

6. The letter grade I expect to receive in this class is...

- +B
- A
- A mid to high C or low B (if I'm lucky)
- A/B
- B (6 Counts)
- B - C
- B or C, hopefully.
- B+ or A-
- B+ to A, course has not completed yet.
- C
- C. Apparently he's a hard grader.
- Either an A or a B; Unfortunately I was swamped with an independent project during the first couple weeks of the semester, most likely having a negative impact on my test scores. Most of my written work was in the A or B range
- Hopefully an A, but I am currently at a 92% due to my own lack of focus on the reading assignments at the beginning of the semester.
- I expect to receive at least a B.
- I hope to receive at least a B in the class.
- I'm hoping a B
- Probably a B, I'd be juiced off an A though.
- Probably a C because of not turning in little assignments here n there. My own fault.
- b
- c
- would probably be a C because of the quizzes.