

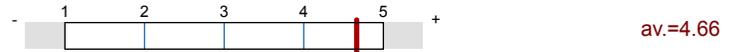
Daniel Weijers : PHIL 105

PHIL 105 -2 (2153-PHIL10502-34436-Weijers) LEC
No. of responses = 29 / 29 (100%)

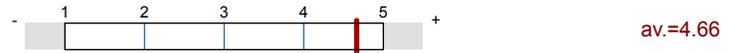


Overall indicators

Global Index



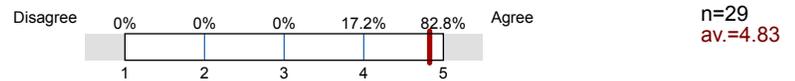
STUDENT EVALUATION OF INSTRUCTION



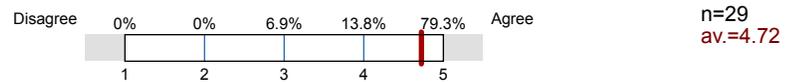
Survey Results

STUDENT EVALUATION OF INSTRUCTION

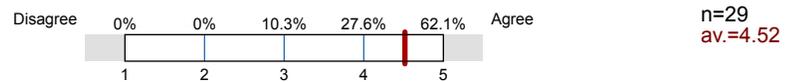
1. Course objectives and requirements were clearly indicated at the beginning of the course.



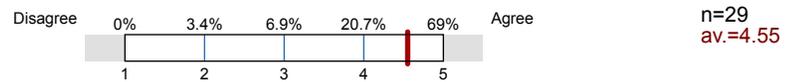
2. Course content was well structured and readily accessible.



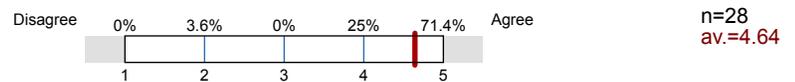
3. Readings, learning modules, and course activities helped me to achieve the course objectives.



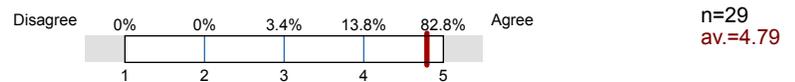
4. Course content (including lecture podcasts, slide presentations, etc.) was well organized, effectively presented, and useful.



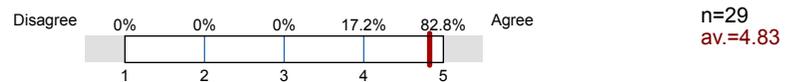
5. The instructor helped students better understand core concepts, theories, and implications.



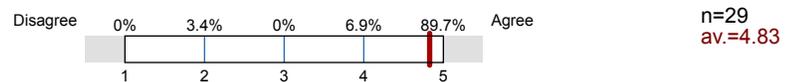
6. The instructor encouraged student/instructor interaction and communicated promptly and effectively (e.g.: via email, chat, or other communication modes used).



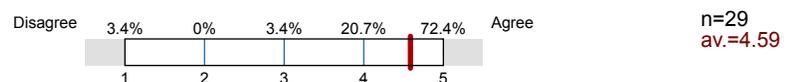
7. The instructor made good use of examples and illustrations.



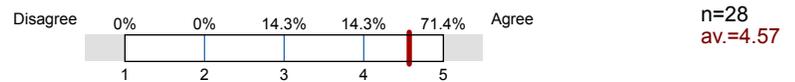
8. The instructor has shown interest and enthusiasm for student learning.



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



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



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



n=29
av.=4.48

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



n=29
av.=4.62

Comments Report

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

- As a professor, no. However, it was common for lectures to consist heavily of "admin" and not as much about the material we read the night prior.
- He was very good at explaining and things and encouraging discussion. One weakness would be that you can see his bias on the subject leak through a little even though he tried not to, but that's not really a big deal since everyone shows biases on just about every topic.
- He was very intelligent, however I believe that he expected his students to grasp graduate level knowledge in a undergraduate course. Many of the articles were so confusing that it was hard to grasp the main ideas. I don't think it's necessary to use these type of writing styles in order for your students to learn. I also thought the quiz situation was given far too much weight.
- I really enjoyed this class. I never took a philosophy class. It really opened my mind and would take another philosophy.
- If someone paid attention enough, the professor's bias towards his own beliefs could be noticed.
- Made topics very interesting and understandable.
- N/A
- No weaknesses, great teacher great class
- No, not that I could see any weakness despite that he is a new teacher
- Professor Weijers was extremely knowledgeable on all subjects we discussed in class. He was also very respectful to students when we discussed touchy subjects.

Professor Weijers has been one of the best professors I've had during my academic career.
- Strength: great explanation of subjects talk about in class and a weakness I felt was that essay assignments were explained a little late. Only given a few days after to get it done.
- Strengths: Group discussion, clear thought pattern
Weaknesses: see suggestions.
- Strengths=communicating with students
Weaknesses=grading was excessively harsh
- The instructor was excellent at giving instructions on assignments.
- The quizzes were an effective reminder of reading the material rather than just sitting through class (listening/almost paying attention to the material).
- The teacher was passionate and wanted to teach students about the subject. Questions were always welcomed and answered. He also had a good sense of humor, which helped with a difficult subject. Made the class lively.
- Usually on time and clearly has preparation for every lecture. Helps students communicate with the class through participation.
- Very friendly, encouraged interaction with students for a positive learning environment
- Very open to different sides of an issue. He offers arguments and reinforces all sides with examples and reasoning.
- Very passionate in his teaching. Gets students involved.
- Very passionate about the subject. Makes class very interesting. If Philosophy was my major I would take all the classes with him that I could.
- strength in the topic he discussed
- very energetic.

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

- Dragging people to participate when they don't want to can be frustrating
- His method is really good. It's just frustrating that I'm taking this class as a writing intensive class and my grade is heavily weighed on quizzes about Philosophy. This is my first philosophy class so I'm finding the subject matter a little difficult to wrap my brain around for the first time. Because I'm being graded more on philosophical issues and not my writing I feel that the grading is a little unfair.
- I do not like how the course is very heavily dependent on how you score on the quizzes. This is writing intensive and I have completed all the writing portion of the course and received passing marks but I still have a poor grade solely because of the quizzes even though I do the reading, I have a hard time remembering, and it is frustrating when you spend over an hour reading and taking notes and still do poorly.
- I think that if you are going to expect your students to understand very heavy material, you should at the very least go through that material with your students.
- I would suggest not to do surprise reading quizzes, but other than that he does a good job in teaching the material.
- I would suggest the method of which quizzes are taken. I think they would be more useful if they were taken at the end of class. I do not feel that giving the quizzes in the first 5 mins of class is the most effective way. I do the readings every night but sometimes I am a few minutes late. I have a 1.5 hour long commute to school and class starts at 9am. Sometimes traffic is so bad that it's really hard to make it on time and end up 5 to 10 minutes late. I realize this may sound like an excuse and maybe it is but I don't feel like my quiz grade reflected my true knowledge and understanding. From my understanding, quizzes are meant to test a student's knowledge, but because I am late I get a zero on the quiz and that happened to me a few times this semester. I feel as though the quizzes only reflected the time in which I got to school and not my understanding. I also feel as though it did not express the fact that I did the assigned reading. I realize the point of the quizzes is to get students to come to class but I just don't feel as though it was effective in terms of testing the students about the class.
- Include a bit of the material in the last lecture into the quizzes.
- Just explain the essay assignments and how to do them sooner so there's enough time to work on them and allow enough time to come up with arguments.
- Lectures on a certain topic became overly lengthy.
- Make assignments worth more points and don't grade so harshly on quizzes.
- More claims for other points of view so as not to reveal his own bias
- N/A (2 Counts)
- No I don't.
- Nope, overall I would say the course was really good, the teaching was clear, and the grading was fair.
- Quizzes at the end of class, still gauge whether you did the reading and understood the topic (which is their purpose) but doesn't combine variables. Tardiness can be penalized some other way such that the first 5 minutes of class don't count for a disproportionate amount of your grade. This way you can more accurately grade the student's skill in the subject area and dedication outside of class, rather than making that effort null in void just because they can't be punctual. IT SHOULD BE PENALIZED TO INCREASE ATTENDANCE BUT BY MEANS OF ITS OWN CATEGORY. Perhaps by a turned in response at the beginning of class to a thought of the day, and the only marks assigned to it are for turning it in.
- Quizzes with more questions so that if you do bad, it does not affect your grade as much as it does now.
- Structure learning for a purpose.
- Too much time spent on discussing due dates and official business type things. It's the responsibility of the student to be on top of that.
- While the instructor's method of encouraging student participation is very good, I believe that integration of a "clicker-system" (where students utilize remotes to answer a given question) to the lectures would further increase student participation. Understandably, this is financially costly. Perhaps integration of "Socratic" by MasteryConnect (a system where students use their smartphones to answer a given question) might help.
- take about the paper subject before it due not after

Comments
ON THE COURSE

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

- Assignment Structure
- Being forced to do the reading because we had surprise reading quizzes every week.
- Being forced to participate in class made me focus on the material more than maybe in other classes.
- Being in class and participating.
- Coming to class everyday, paying attention, and participating in the discussions. The readings helped a little, but they mostly only helped get the points on the quizzes. The readings helped get a general idea of the subject, but not a complete grasp of what it was about.
- Critically thinking about papers on certain topics.
- I thought the lectures were extremely useful in contributing to my knowledge.
- I would say his examples and videos that gave a new outlook or perspective on the topic.
- Lectures - where the reading was clarified and the concepts explored.
- Moral values.
- Open discussion by far.
- Professor Weijers compassion and understanding.
- The class lectures and open discussions.
- The lectures helped me understand the idea more clearly.
- The lectures taught me about philosophy. I'm trying to be a better writer and I felt that this course lacked in improving my writing.
- The mandatory participation points forced me to be actively engaged in the class at all times
- The outside sources beside the book. The learning environment in class helps tremendously.
- The slide shows and other students' thoughts toward each subject helped the most in my learning experience in this course.
- They way that the whole class got involved in the lecture discussions.
- Us dissecting the topic. I have thought of the pros and cons on a topic, but going deeper in it was fun
- Watching the online lectures/videos for discussion the next day.
- Writing the assignments.
- content: The methods of argument analysis presented. It's so bloody useful! (I argue a lot because of my philosophical situation at home.)
course attributes: Writing assignments, readings, discussions(especially the instructor's contributions).
- how science and morality are in conflict with each other.
- the new knowledge about the subject

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

- (See question 2) + Perhaps further integrating attendance into the student's grade?
- Don't weigh quizzes so heavily.
- I can't really point out anything to improve. Overall the class was interesting, the lecture was good, and the grading was fair.
- I made a recommendation in a previous comment about the quizzes.
- Just present essay assignment instruction sooner so more time is allowed to write them up
- Less lecture, more open discussions.
- Less quizzes!
- Less time spent on Admin if possible.
- Limit assignments by quality not quantity.
- Make writing intensive courses focus more on writing and being a better writer. Learning about philosophical issues did not improve my writing.
- Maybe cut down on the lecture lengths.
- More discussion based work for homework
- More in-depth teaching during class time
- N/A (2 Counts)
- None really i know that this subject can be confusing or boring to some but he did a great job to keep us awake or interested in the topic.
- The grading style is unlike anything I have ever seen. Many small items are given far to much weight, and larger items aren't worth enough points. The grading scale was very unusual.
- The pop quizzes were worth too much in comparison to the rest of the course work.
- The quizzes were difficult, and so was the reading material for someone with no previous knowledge of philosophy.
- There aren't any areas I would suggest improvement.
- not so heavily dependent on quiz scores.
- see question 2.

Comments
ON ME

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

- Answering questions.
- Coming every day. My papers aren't strong. I like his suggestions and feedbacks from and from my fellow students.
- Coming to class every day, trying to be an active participant in conversations, and giving my genuine ideas to the class and professor.
- Engaging in class discussions while I voice my opinions and answer questions related to the lecture.
- Having near perfect attendance and completing all the assignments.
- I have contributed to this class by coming to class and on time and participated in class
- I have had a very rough semester and fear I was not able to contribute to the class fully. I did enter in classroom/online discussions.
- Just general in class participation.
- Occasionally adding to the conversation.
- Participating and helping fellow classmates who might have missed a class day.
- Participating in class discussions
- Participating in class discussions.
- Participating in each lecture.
- Participating when I felt I could provide a substantial comment that would aid in class discussion.
- Participation
- Participation and attendance
- Speaking in class.
- actively participating whenever I could to allow students to see philosophy from multiple perspectives, I voiced opinions that may be contrary to my own.
- group discussion comments, in class and online.
- participating (somewhat) in class discussions/ introducing a new perspective to a controversial issue/question
- participating in class and adding to the discussions.
- participating in class discussion
- speaking my opinion

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

- ???
- A or B
- Anywhere from a mid A to a mid B. I don't expect to get any lower than a B
- B (9 Counts)
- B+ or A-
- B+ or an A-, depends on how the rest of the class goes.
- Based on my writing I would say a B. But I will get a lower grade because I had an issue with the philosophy aspect of this class. I was not taking this as a philosophy class.
- C (2 Counts)
- C.
- I expect to receive an A considering the work I have put into the course.
- I have no idea it could be anywhere from C to A.
- I hope i get a B. i still have a lot to learn
- I know i have worked hard enough to earn a B or C
- Low letter grade.
- c-b