

PAR 316 (1): The Philosophy of Art

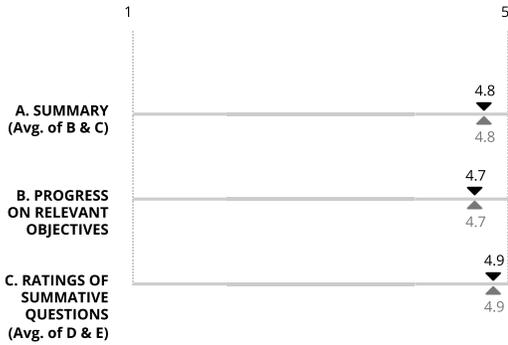
Fall 2021 | Robert Smithson

13 | Students Enrolled
 10 | Students Responded
 76.92% | Response Rate

Summative

- ▼ | Adjusted
- ▲ | Raw
- ▭ | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.9	4.9
E. Excellent Course	4.8	4.8

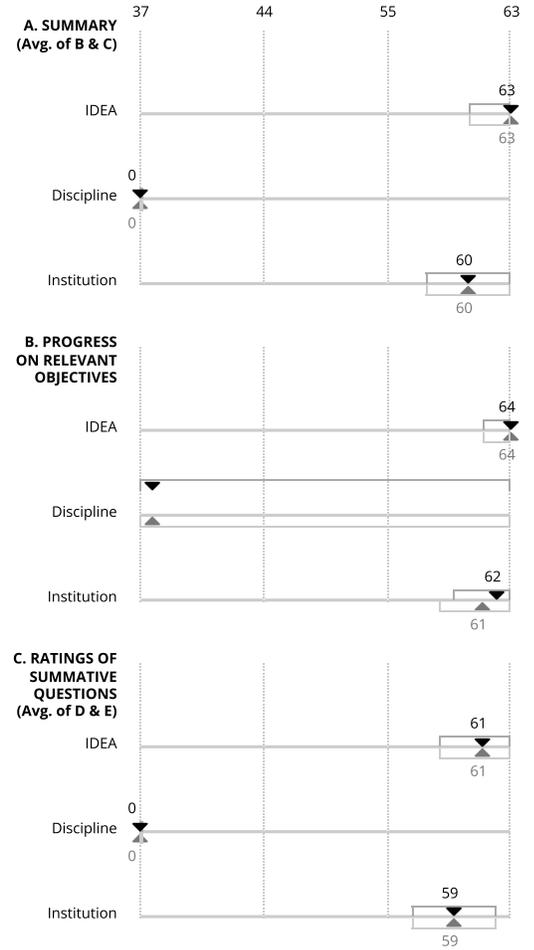
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	60	60
Discipline		
Institution	59	59
E. Excellent Course		
IDEA	61	61
Discipline		
Institution	59	59

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%)	Lower (Next 20%)	Similar (Middle 40%)	Higher (Next 20%)	Much Higher (Highest 10%)
37 or Lower	38 - 44	45 - 55	56 - 62	63 or Higher

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.5	4.5	0	90	58	58			56	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.5	4.5	0	80	59	60			58	60
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.6	4.6	0	100	60	60			58	58
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.3	4.3	0	70	54	54			53	53
Acquiring skills in working with others as a member of a team	M	2.9	2.9	30	20	35	35			41	41
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.4	4.4	0	90	60	60			59	59
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	E	4.8	4.8	0	100	66	67			63	64
Developing skill in expressing myself orally or in writing	M	4.8	4.9	0	100	65	66			62	64
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.7	4.7	0	100	63	63			61	62
Developing ethical reasoning and/or ethical decision making	M	4.2	4.2	10	80	55	55			55	56
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.8	4.8	0	100	65	65			62	63
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	3.8	20	70	47	47			48	48
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.5	2.5	50	20	29	29			35	35

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.1	46		47
Difficulty of subject matter	3.4	51		51

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	49		47
I really wanted to take this course regardless of who taught it.	4.4	63		59
When this course began I believed I could master its content.	4.3	60		56
My background prepared me well for this course's requirements.	3.9	53		51

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.6	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.4	10% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.1	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.3	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action

Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	50% (5)	50% (5)	10	0	0.5	4.5
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	30% (3)	70% (7)	10	0	0.46	4.7
Formed teams or groups to facilitate learning	0% (0)	0% (0)	40% (4)	40% (4)	20% (2)	10	0	0.75	3.8
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	10	0	0.49	4.6
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	50% (5)	50% (5)	10	0	0.5	4.5
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	50% (5)	0% (0)	50% (5)	10	0	1	4
Explained course material clearly and concisely	0% (0)	10% (1)	10% (1)	10% (1)	70% (7)	10	0	1.02	4.4

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	10% (1)	20% (2)	70% (7)	10	0	0.66	4.6
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	20% (2)	30% (3)	50% (5)	10	0	0.78	4.3
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	10% (1)	30% (3)	20% (2)	40% (4)	10	0	1.04	3.9
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	20% (2)	50% (5)	30% (3)	10	0	0.7	4.1
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	30% (3)	70% (7)	10	0	0.46	4.7
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	10% (1)	30% (3)	60% (6)	10	0	0.67	4.5
<i>Describe your progress on:</i>									
	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	10% (1)	30% (3)	60% (6)	10	0	0.67	4.5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	20% (2)	10% (1)	70% (7)	10	0	0.81	4.5
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	10	0	0.49	4.6
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	30% (3)	10% (1)	60% (6)	10	0	0.9	4.3
Acquiring skills in working with others as a member of a team	20% (2)	10% (1)	50% (5)	0% (0)	20% (2)	10	0	1.3	2.9
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	0% (0)	10% (1)	40% (4)	50% (5)	10	0	0.66	4.4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	0% (0)	30% (3)	70% (7)	10	0	0.46	4.7
Developing ethical reasoning and/or ethical decision making	10% (1)	0% (0)	10% (1)	20% (2)	60% (6)	10	0	1.25	4.2
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8
Learning to apply knowledge and skills to benefit others or serve the public good	10% (1)	10% (1)	10% (1)	30% (3)	40% (4)	10	0	1.33	3.8
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	40% (4)	10% (1)	30% (3)	0% (0)	20% (2)	10	0	1.5	2.5
<i>The Course:</i>									
<i>On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	90% (9)	10% (1)	0% (0)	10	0	0.3	3.1
Difficulty of subject matter	0% (0)	10% (1)	50% (5)	30% (3)	10% (1)	10	0	0.8	3.4

<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	30% (3)	60% (6)	10% (1)	10	0	0.6	3.8
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	10% (1)	40% (4)	50% (5)	10	0	0.66	4.4
When this course began I believed I could master its content.	0% (0)	0% (0)	10% (1)	50% (5)	40% (4)	10	0	0.64	4.3
My background prepared me well for this course's requirements.	10% (1)	10% (1)	10% (1)	20% (2)	50% (5)	10	0	1.37	3.9
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8

Qualitative

Comments -
<ul style="list-style-type: none"> The course started off scatterbrained but was honed by the end. It had so many topics that they weren't really explored or explained. I don't remember much from this time of the class. As the semester went on though the course was chiseled finer and finer until topics were explained in class after interesting but difficult readings and fun art to compliment the main forms of lecture. These classes and readings have led to interesting discussions with friends outside of class from grown interest in the topics and are far more memorable to me personally. favorite class of the semester for sure I like how you frequently interact with other students. I had trouble understanding some of the content. You need to put the information in a argument format with premises more often. Your papers were challenging, but overall a good course. You have the right personality to be a professor. One of the first philosophy classes I took was with Dr. Smithson. I attribute my love of the subject to his teaching. He never fails to get the class excited about the content and engaged. I know this class will stick with me in my work in the future. Thank you, Dr. Smithson, for providing an amazing experience in my philosophy courses and for making philosophy incredible. This was my favorite class, thanks for the great semester. Enjoyed talking about what I love every class, should be taught at every school. Teaching style - 🍷 Professor Smithson was one of my favorite professors that I have had during my time at UNCW! I enjoyed going to his class and knew that I would always get a good laugh in during class that day! I have definitely learned more about art and how to analyze pieces deeper and will even be taking one of his classes again next semester! A fantastic course taught by a fantastic professor. Great balance between lecture and discussion, very interesting topics and engaging readings/assignments. I hope UNCW continues to keep this course. I have recommended it to all my friends. Could not say enough good thigs about this course and Dr. Smithson Dr. Smithson does an excellent job at conveying and explaining the material, and consistently comes across as genuinely interested in the material and topics he was teaching. While for some other professors they may be the previous, not as many will be the latter as much as him consistently from topic to topic. The class as a whole had excellent discussions, but I suppose to contrast this against some other philosophy courses of about the same size, there was not as much criticism within the discussion as I would have expected. Granted much of this was due to it just being an art class, so things are much more open-ended and subjective, but there could have been more critical analysis of each other's ideas specifically. That isn't a huge note but it was something I noticed. I think it would also be a good idea to bring more example art pieces. Also, you had noted before about taking quotes out of your slides. I actually recommend you leave them in even if you end up skipping over them in class, they were very helpful when going back over the material. I think this was one of my favorite classes I have taken at UNCW.