

# PAR 495 (001): Contemporary Philosophical Tho

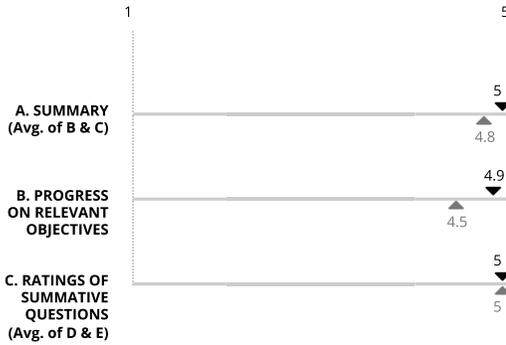
Spring 2023 | Robert Smithson

9   Students Enrolled
4   Students Responded
44.44%   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	5	5
E. Excellent Course	5	5

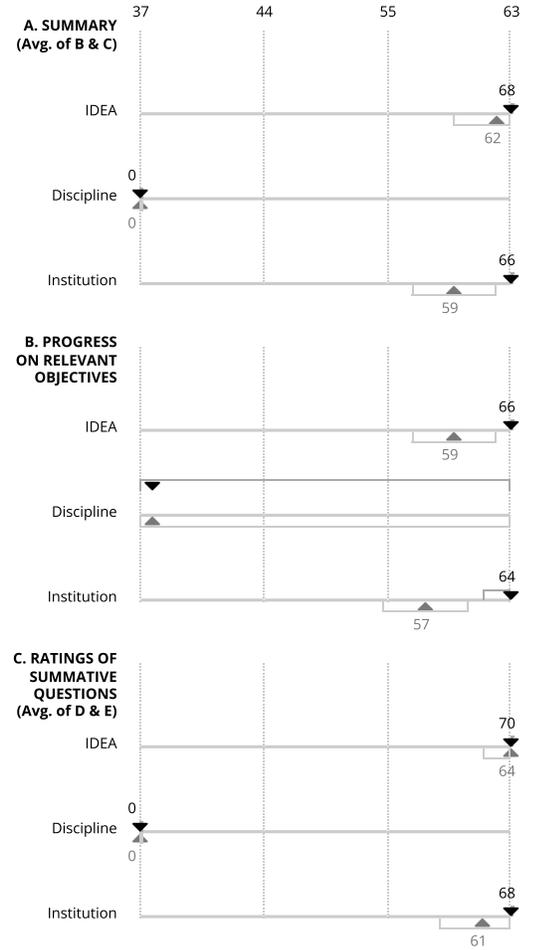
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	62	66
Discipline		
Institution	60	65
E. Excellent Course		
IDEA	65	73
Discipline		
Institution	62	70

**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	4.3	4.5	0	100	53	58			52	58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.3	5	0	75	55	68			55	66
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.3	4.6	0	100	53	60			52	59
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.3	4.6	0	100	53	59			52	58
Acquiring skills in working with others as a member of a team	M	3	3.2	25	25	37	40			42	48
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4	5	0	50	54	70			54	67
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.5	5	0	100	62	72			60	68
Developing skill in expressing myself orally or in writing	I	4.3	4.9	0	75	56	66			55	64
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.3	4.7	0	75	55	63			54	61
Developing ethical reasoning and/or ethical decision making	M	4.8	5	0	100	64	73			62	71
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	5	5	0	100	68	74			65	71
Learning to apply knowledge and skills to benefit others or serve the public good	M	4	4.5	0	75	50	59			51	59
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.3	2.3	75	25	25	25			32	32

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3	44		46
Difficulty of subject matter	5	80		80

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	47		46
I really wanted to take this course regardless of who taught it.	3.3	39		38
When this course began I believed I could master its content.	2.3	6		13
My background prepared me well for this course's requirements.	4.3	61		57

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	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.
Explained course material clearly and concisely	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.
Introduced stimulating ideas about the subject	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.
Inspired students to set and achieve goals which really challenged them	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.

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)	4.8	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.
Encouraged students to reflect on and evaluate what they have learned	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.
Provided meaningful feedback on students' academic performance	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.
Stimulated students to intellectual effort beyond that required by most courses	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.
Created opportunities for students to apply course content outside the classroom	4	25% (1 or 2) 75% (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
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	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.

**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)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Formed teams or groups to facilitate learning	0% (0)	50% (2)	25% (1)	0% (0)	25% (1)	4	0	1.22	3
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasional ly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	25% (1)	0% (0)	75% (3)	4	0	0.87	4.5
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	25% (1)	50% (2)	25% (1)	0% (0)	4	0	0.71	3
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0	0.71	4
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
<i>Describe your progress on:</i>									
	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4	0	0.43	4.25
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4	0	0.43	4.25
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4	0	0.43	4.25
<b>Acquiring skills in working with others as a member of a team</b>	25% (1)	0% (0)	50% (2)	0% (0)	25% (1)	4	0	1.41	3
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0	0.71	4
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	50% (2)	25% (1)	0% (0)	0% (0)	25% (1)	4	0	1.64	2.25
<i>The Course:</i>									
<i>On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	0% (0)	100% (4)	0% (0)	0% (0)	4	0	0	3
<b>Difficulty of subject matter</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4	0	0.83	3.75
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	50% (2)	0% (0)	25% (1)	25% (1)	4	0	1.3	3.25
<b>When this course began I believed I could master its content.</b>	50% (2)	0% (0)	25% (1)	25% (1)	0% (0)	4	0	1.3	2.25
<b>My background prepared me well for this course's requirements.</b>	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4	0	0.43	4.25
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5

**Qualitative**

<b>Comments -</b>
<ul style="list-style-type: none"> <li>• By far the most interesting and exhilarating class I have ever taken at UNCW. Dr. Smithson is incredibly passionate about philosophy and Iris Murdoch in particular, which shows in his teaching. This class was somewhat of a safe haven for me, I was able to completely forget anything outside of what we were talking about every time I walked in. I'm incredibly sad to see it end, but Dr. Smithson has inspired me to continue reading and analyzing Murdoch on my own time, which is something no other professor has been able to do. I'm beyond grateful for having been encouraged to take this class and I hope to see similar courses in the future because there is no doubt in my mind they will be just as interesting. Thank you for everything!</li> <li>• Thank you for a great semester and congratulations again on the little one! I thoroughly enjoyed learning about Murdoch's philosophy and I felt like I really resonated with it, more so than any other philosopher I have read. At first I was really worried about the coursework and understanding the content, but the individual discussion questions were really fun and helpful for this. Thank you for being a great professor and have a good summer!</li> <li>• I really enjoyed the content of this class and its structure. Dr. Smithson is a great professor!</li> </ul>