

FYI 103 (10): Moral & Artif Intel

Spring Term 2017-18 | Deke Gould | Course CIP Code: 24.0199

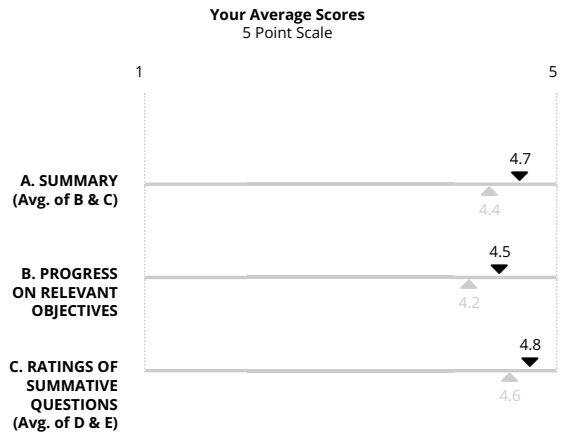
21		Students Enrolled
15		Students Responded
71.43%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

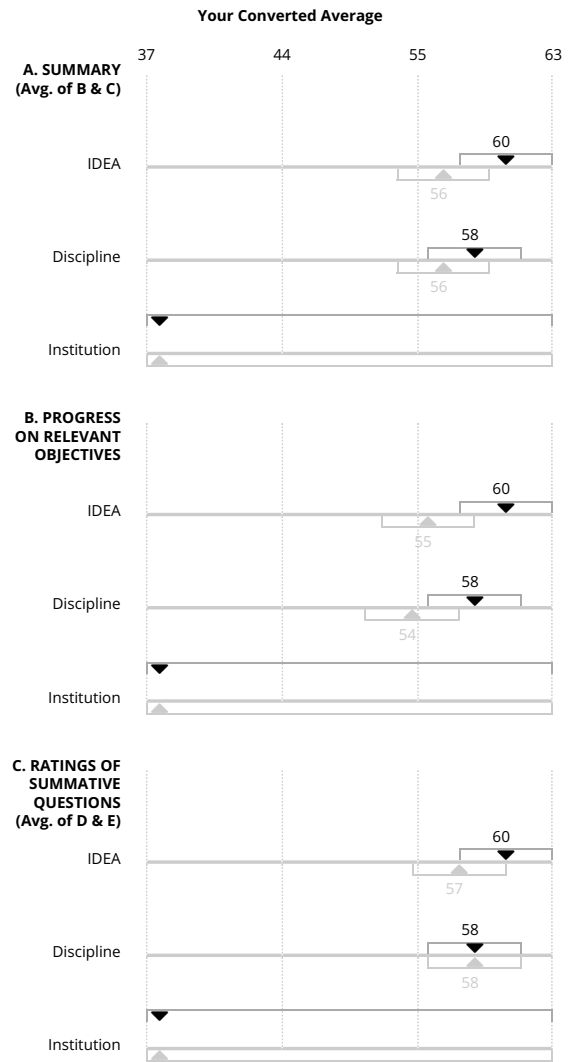
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	4.8
E. Excellent Course	4.5	4.7

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	57	59
Discipline	57	57
Institution		
E. Excellent Course		
IDEA	57	60
Discipline	58	58
Institution		

**Converted Average Buckets**  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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						Your Converted Average						
						Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline
Student Ratings of Learning on Relevant Objectives		Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		M	4.4	4.6	7	93	56	60	56	58		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		M	3.8	4.1	7	73	48	53	45	50		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		M	4.5	4.8	0	93	59	65	58	61		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	4.2	4.4	7	87	52	56	53	55		
Acquiring skills in working with others as a member of a team		M	2.3	2.3	67	7	25	25	28	32		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	3.1	3.4	33	40	42	45	40	45		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	3.6	3.8	33	53	47	50	43	47		
Developing skill in expressing myself orally or in writing		E	4.1	4.4	7	73	53	59	52	57		
Learning how to find, evaluate, and use resources to explore a topic in depth		I	4.4	4.7	7	87	58	64	57	60		
Developing ethical reasoning and/or ethical decision making		M	4.6	5	0	87	61	68	60	64		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		M	4.8	5	0	93	65	70	63	66		
Learning to apply knowledge and skills to benefit others or serve the public good		I	4.2	4.5	7	73	54	59	54	57		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	2.9	2.9	40	27	35	35	40	40		

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.3	50	51	
Difficulty of subject matter	3.9	60	62	

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.4	35	41	
I really wanted to take this course regardless of who taught it.	3.7	51	55	
When this course began I believed I could master its content.	3.7	45	47	
My background prepared me well for this course's requirements.	3.7	49	50	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Inspired students to set and achieve goals which really challenged them	4.4	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)	4.1	0% (1 or 2) 73% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	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.
Provided meaningful feedback on students' academic performance	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.
Related course material to real life situations	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.
Created opportunities for students to apply course content outside the classroom	4.5	0% (1 or 2) 93% (4 or 5)	You employed the method more frequently than 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	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.
Gave projects, tests, or assignments that required original or creative thinking	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.

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	0% (0)	26.67% (4)	33.33% (5)	40% (6)	15	0	0.81	4.13
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	0% (0)	33.33% (5)	66.67% (10)	15	0	0.47	4.67
<b>Formed teams or groups to facilitate learning</b>	20% (3)	33.33% (5)	40% (6)	0% (0)	6.67% (1)	15	0	1.02	2.4
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	6.67% (1)	26.67% (4)	66.67% (10)	15	0	0.61	4.6
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	0% (0)	0% (0)	40% (6)	60% (9)	15	0	0.49	4.6
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	15	0	0.34	4.87
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	0% (0)	0% (0)	40% (6)	60% (9)	15	0	0.49	4.6
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	6.67% (1)	33.33% (5)	60% (9)	15	0	0.62	4.53

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	6.67% (1)	33.33% (5)	60% (9)	15	0	0.62	4.53
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	15	0	0.34	4.87
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	6.67% (1)	6.67% (1)	26.67% (4)	60% (9)	15	0	0.88	4.4
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	0% (0)	0% (0)	60% (9)	40% (6)	15	0	0.49	4.4
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	6.67% (1)	13.33% (2)	33.33% (5)	46.67% (7)	15	0	0.91	4.2
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	0% (0)	40% (6)	60% (9)	15	0	0.49	4.6
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	6.67% (1)	33.33% (5)	60% (9)	15	0	0.62	4.53

<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)	6.67% (1)	0% (0)	40% (6)	53.33% (8)	15	0	0.8	4.4
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	6.67% (1)	20% (3)	60% (9)	13.33% (2)	15	0	0.75	3.8
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	6.67% (1)	33.33% (5)	60% (9)	15	0	0.62	4.53
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	6.67% (1)	6.67% (1)	46.67% (7)	40% (6)	15	0	0.83	4.2
Acquiring skills in working with others as a member of a team	20% (3)	46.67% (7)	26.67% (4)	0% (0)	6.67% (1)	15	0	1	2.27
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	20% (3)	13.33% (2)	26.67% (4)	13.33% (2)	26.67% (4)	15	0	1.45	3.13
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	33.33% (5)	13.33% (2)	13.33% (2)	40% (6)	15	0	1.31	3.6
Developing skill in expressing myself orally or in writing	0% (0)	6.67% (1)	20% (3)	33.33% (5)	40% (6)	15	0	0.93	4.07
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	6.67% (1)	6.67% (1)	26.67% (4)	60% (9)	15	0	0.88	4.4
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	13.33% (2)	13.33% (2)	73.33% (11)	15	0	0.71	4.6
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	6.67% (1)	6.67% (1)	86.67% (13)	15	0	0.54	4.8
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	6.67% (1)	20% (3)	20% (3)	53.33% (8)	15	0	0.98	4.2
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	20% (3)	20% (3)	33.33% (5)	0% (0)	26.67% (4)	15	0	1.44	2.93

<i>The Course: 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)	66.67% (10)	33.33% (5)	0% (0)	15	0	0.47	3.33
Difficulty of subject matter	0% (0)	0% (0)	26.67% (4)	60% (9)	13.33% (2)	15	0	0.62	3.87

<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)	13.33% (2)	40% (6)	40% (6)	6.67% (1)	15	0	0.8	3.4
I really wanted to take this course regardless of who taught it.	0% (0)	26.67% (4)	6.67% (1)	33.33% (5)	33.33% (5)	15	0	1.18	3.73
When this course began I believed I could master its content.	0% (0)	6.67% (1)	40% (6)	26.67% (4)	26.67% (4)	15	0	0.93	3.73
My background prepared me well for this course's requirements.	0% (0)	26.67% (4)	13.33% (2)	26.67% (4)	33.33% (5)	15	0	1.19	3.67
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	6.67% (1)	13.33% (2)	80% (12)	15	0	0.57	4.73
Overall, I rate this course as excellent.	0% (0)	0% (0)	13.33% (2)	20% (3)	66.67% (10)	15	0	0.72	4.53

\$226 - \$250	\$251 - \$275	\$276 - \$300	Less than \$25 More than \$300	\$26 - \$50	\$51 - \$75	\$76 - \$100	\$101 - \$125	\$126 - \$150	\$151 - \$175	\$176 - \$200	\$201 - \$225 N	DNA	SD	M
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or on-line access codes required for this class?			60% (9)	33.33% (5)	0% (0)	6.67% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
			0% (0)	0% (0)	0% (0)	0% (0)					15	0	0.81	1.53

	Purchased new at a bookstore	Purchased used at a bookstore	Purchased new from an online bookseller	Purchased used from an online bookseller	Purchased an electronic version (Kindle, etc.)	Rented my books	Borrowed from classmates or friends	Used interlibrary loan Did not acquire or borrow in any way - just skipped it altogether	Used library reserve copy Used other texts of resources in place of the one assigned	Other	N	DNA	SD	M
How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply).	30% (6) 0% (0)	25% (5) 0% (0)	10% (2) 5% (1)	15% (3)	0% (0)	0% (0)	0% (0)	5% (1)	10% (2)	20	0	-	-	
	None of them	Very few of them	Some of them	Most of them	All of them					N	DNA	SD	M	
How many of the required textbooks, course packets, additional materials, and/or online access codes did you use in this class?	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)					15	0	0.4	4.8	
	They negatively impacted my learning	They had no impact on my learning	They had a small positive impact on my learning	They had moderately positive impact on my learning	They had a strong positive impact on my learning					N	DNA	SD	M	
To what degree did the required textbooks, course packets, additional materials, and/or online access codes help you succeed in this class?	0% (0)	0% (0)	0% (0)	46.67% (7)	53.33% (8)					15	0	0.5	4.53	
	A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F		N	DNA	SD	M	
What final grade do you expect to receive in this class?	6.67% (1)	60% (9)	26.67% (4)	6.67% (1)	0% (0)	0% (0)	0% (0)	0% (0)		15	0	0.7	6.67	

## Qualitative

Comments -
<ul style="list-style-type: none"> <li>I appreciate all of the feedback given in paper assignments and in my presentation. I hope you have a wonderful summer!</li> <li>Great teacher who always challenges you to go beyond your comfort zone and think about things and consider views you may never have before.</li> <li>One of my biggest issues with the class is the weird times things are due. I would suggest making everything due at midnight or class time would help a lot of people out.</li> <li>Thanks for the always interesting classes. I'll miss all the cool shit.</li> <li>You're an awesome professor and I enjoy talking about cool sh*t with you in class and out of class. Can't wait to take more classes with you down the line.</li> <li>He is a little bit of a tough grader in the sense that he seems to expect things from us maybe just a tiny bit about where we feel we are. Otherwise he is a very kind and fun person who makes the course interesting and easier to understand. He also is enthusiastic and tries to allow us to try and to want to learn.</li> <li>He is a great professor. Bummed out that I am not able to fit in any more philosophy classes into my schedule in the future :(</li> <li>Thank you for really solidifying my love for Philosophy. This is absolutely what I want to study and where I want to be studying it and I greatly appreciate that even if you didn't know how influential you were for me</li> <li>Great course with an enjoyable discussion in class on a regular basis. Once again philosophy based classes have shown to focus on learning material, improving thinking, and not on the useless goals of GPA and point systems.</li> <li>Deke is a great professor. He truly engages students and helps them to broaden their horizons.</li> </ul>
<b>How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply). - Other</b>
<ul style="list-style-type: none"> <li>Other purchased from past students</li> </ul>
<b>Do you have any additional comments about particular textbooks, access codes, course packets, etc. used in this class that would help your instructor make decisions about using them in the future or not? -</b>
<ul style="list-style-type: none"> <li>The arguments book that was required though not assigned is very beneficial in logical discussion.</li> <li>nope</li> </ul>