

PHIL 124 (1): Kinds of Minds

2024-25 J-Term | Deke Gould

19 | Students Enrolled

19 | Students Responded

100% | Response Rate

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>									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	21.05% (4)	78.95% (15)	19	0	0.41	4.79
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	10.53% (2)	10.53% (2)	26.32% (5)	52.63% (10)	19	0	1	4.21
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	10.53% (2)	89.47% (17)	19	0	0.31	4.89
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	15.79% (3)	84.21% (16)	19	0	0.36	4.84
Formed teams or groups to facilitate learning	0% (0)	15.79% (3)	47.37% (9)	36.84% (7)	0% (0)	19	0	0.69	3.21
Made it clear how each topic fit into the course	0% (0)	0% (0)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Provided meaningful feedback on students' academic performance	5.26% (1)	0% (0)	10.53% (2)	36.84% (7)	47.37% (9)	19	0	1	4.21
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	5.26% (1)	36.84% (7)	57.89% (11)	19	0	0.6	4.53
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	10.53% (2)	10.53% (2)	36.84% (7)	31.58% (6)	10.53% (2)	19	0	1.1	3.21
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	26.32% (5)	73.68% (14)	19	0	0.44	4.74

<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>									
Related course material to real life situations	0% (0)	0% (0)	10.53% (2)	42.11% (8)	47.37% (9)	19	0	0.67	4.37
Created opportunities for students to apply course content outside the classroom	0% (0)	10.53% (2)	26.32% (5)	42.11% (8)	21.05% (4)	19	0	0.91	3.74
Introduced stimulating ideas about the subject	0% (0)	0% (0)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Involved students in hands-on projects such as research, case studies, or real life activities	15.79% (3)	36.84% (7)	21.05% (4)	21.05% (4)	5.26% (1)	19	0	1.13	2.63
Inspired students to set and achieve goals which really challenged them	5.26% (1)	0% (0)	15.79% (3)	47.37% (9)	31.58% (6)	19	0	0.97	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	5.26% (1)	5.26% (1)	10.53% (2)	15.79% (3)	63.16% (12)	19	0	1.16	4.26
Asked students to help each other understand ideas or concepts	0% (0)	5.26% (1)	21.05% (4)	15.79% (3)	57.89% (11)	19	0	0.96	4.26
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	5.26% (1)	5.26% (1)	36.84% (7)	52.63% (10)	19	0	0.81	4.37
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	15.79% (3)	15.79% (3)	68.42% (13)	19	0	0.75	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)	0% (0)	0% (0)	50% (9)	50% (9)	18	0	0.5	4.5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	5.56% (1)	11.11% (2)	38.89% (7)	27.78% (5)	16.67% (3)	18	0	1.06	3.39
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	5.56% (1)	11.11% (2)	38.89% (7)	44.44% (8)	18	0	0.85	4.22
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	16.67% (3)	38.89% (7)	44.44% (8)	18	0	0.73	4.28
Acquiring skills in working with others as a member of a team	11.11% (2)	33.33% (6)	33.33% (6)	11.11% (2)	11.11% (2)	18	0	1.13	2.78
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	16.67% (3)	16.67% (3)	33.33% (6)	16.67% (3)	16.67% (3)	18	0	1.29	3
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	16.67% (3)	33.33% (6)	27.78% (5)	22.22% (4)	18	0	1.01	3.56
Developing skill in expressing myself orally or in writing	11.11% (2)	11.11% (2)	27.78% (5)	16.67% (3)	33.33% (6)	18	0	1.34	3.5
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	5.56% (1)	27.78% (5)	38.89% (7)	27.78% (5)	18	0	0.87	3.89
Developing ethical reasoning and/or ethical decision making	5.56% (1)	0% (0)	11.11% (2)	50% (9)	33.33% (6)	18	0	0.97	4.06
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	5.56% (1)	11.11% (2)	16.67% (3)	66.67% (12)	18	0	0.9	4.44
Learning to apply knowledge and skills to benefit others or serve the public good	5.56% (1)	11.11% (2)	27.78% (5)	27.78% (5)	27.78% (5)	18	0	1.16	3.61
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	27.78% (5)	11.11% (2)	38.89% (7)	0% (0)	22.22% (4)	18	0	1.44	2.78
<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)	27.78% (5)	66.67% (12)	5.56% (1)	18	0	0.53	3.78
Difficulty of subject matter	0% (0)	0% (0)	50% (9)	44.44% (8)	5.56% (1)	18	0	0.6	3.56

For the following items, choose the option that best corresponds to your judgment.						N	DNA	SD	M
	Definitely False	More False than True	In Between	More True than False	Definitely True				
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	55.56% (10)	22.22% (4)	22.22% (4)	18	0	0.82	3.67
I really wanted to take this course regardless of who taught it.	0% (0)	5.56% (1)	22.22% (4)	44.44% (8)	27.78% (5)	18	0	0.85	3.94
When this course began I believed I could master its content.	0% (0)	11.11% (2)	33.33% (6)	44.44% (8)	11.11% (2)	18	0	0.83	3.56
My background prepared me well for this course's requirements.	11.11% (2)	27.78% (5)	33.33% (6)	11.11% (2)	16.67% (3)	18	0	1.22	2.94
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	5.56% (1)	94.44% (17)	18	0	0.23	4.94
Overall, I rate this course as excellent.	0% (0)	0% (0)	11.11% (2)	38.89% (7)	50% (9)	18	0	0.68	4.39

\$226-\$250	More than \$250	\$0	\$1-\$25	\$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 online access codes required for this class?		5.88% (1)	52.94% (9)	41.18% (7)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	17	0	0.59	2.35
		0% (0)	0% (0)												

Used other texts of resources in place of the one assigned	Obtained the course packet	All materials were on Moodle	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	Used library reserve copy	Did not acquire because costs were too high	N	DNA	SD	M
			No textbooks were required	Skipped the materials (didn't buy or borrow)	Other											
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).		0% (0)	0% (0)	40.91% (9)	36.36% (8)	0% (0)	4.55% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	22	0	-	-
		0% (0)	0% (0)	9.09% (2)	0% (0)	0% (0)	9.09% (2)									

	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)	5.88% (1)	0% (0)	94.12% (16)	17	0	0.47	4.88

	They nega- tively im- pacted my learning	They had no impact on my learning	They had a small posi- tive impact on my learning	They had moderately positive im- pact on my learning	They had a strong posi- tive impact on my learning				<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
To what degree did the required text- books, course packets, additional mate- rials, and/or online access codes help you succeed in this class?	0% (0)	0% (0)	0% (0)	17.65% (3)	82.35% (14)				17	0	0.38	4.82

	A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
What final grade do you expect to re- ceive in this class?	5.88% (1)	52.94% (9)	29.41% (5)	11.76% (2)	0% (0)	0% (0)	0% (0)	0% (0)	17	0	0.78	6.53

Qualitative

Comments -

- Due to your want for us to write in a way that we aren't used to and in most cases, is entirely new to us, it would be nice if we could get an example of how you want our writing to look rather than us having to guess.
- I really enjoyed this class. I believe the reading material that was given to us helped me a lot and I had no trouble mastering its contents. I didn't like that it was a no gadget classroom since the class is 3 hours long, but it was nice that I was constantly taking notes so I could focus on the material and stay engaged.
- It is a very interesting course, although it is slightly difficult because it is a J term and there is less time to go over learning so things may seem cramped.
- Thank you for being such a fun and great teacher!
- I thought the course was appropriately difficult in a way that allows for the critical thinking necessary for philosophical thought, I really enjoyed hearing about all of the different perspectives and I feel I have taken a lot from this class
- Documentary days were my favorites, especially the first couple about cephalopods because we got to see what we were reading about. I thoroughly enjoyed reading PGS's book, which was a lot more engaging and interesting than Dennett's, in my opinion. The first and last thirds of the class were the most interesting for me.
- This class challenged me like no other class I have taken but that is because this topic is completely new for me. I have learned so much in this class and it expanded my overall knowledge and taught me how to read hard content and apply logic.
- Excellent teacher. No downsides.
- The amount of course material that was given was a reasonable amount given how much time we had during the term to work on it. It wasn't to difficult but it also wasn't to difficult that you couldn't figure out the meaning behind the readings. Professor was very attentive and made sure that students knew that he was readily available to help them in any way that he could.
- My favorite of the reading assignments that we did was the articles for the last 1/3 of the course. I got really tired of reading towards the end of Dennets book, and the articles helped me out of that burnt out state. Overall I really enjoyed the course although it was more challenging than most of the classes i've taken before.
- The lectures were much more interesting than I expected when I entered a 3-hour-long class. I was never really bored and it was not too redundant. I enjoyed not just being talked at and that it was more of a class discussion. I understand why the debates are graded as a group, but I feel as though they could have a section that attributes more/fewer points to those that contributed to the group overall.
- Just because a class requires a lot of reading does not mean it is too hard for a first year student. In my first J-term class, we were expected to read all three LotR novels AND a substantial number of Ancient Norse texts in about two weeks. That level of rigor was previously unknown to me, but it prepared me well for later classes that demand that level of commitment for 14 weeks, not three. Please do not assume that because some first year students struggle with "complex" texts that you have designed a course with unrealistic expectations; you have not done that. You have designed a very interesting class with very achievable learning outcomes, and students did not come to class understanding that. Class discussion was often uncomfortably slow due primarily to low average understanding of course content, which I found bizarre, since no curious person would look at the course content as anything other than genuinely fascinating. That is on them, not you.
- im so glad to have gotten the opportunity to take this course! while i already have a curiosity for creatures, i did not expect to change my opinion about the complexity of some of them (especially bees, which i previously assumed to just be little robots. now im not so sure). j term is always pretty intense so it was a struggle to meet the homework every day, but nothing unmanageable to which i couldn't finish it before class began. one thing i noticed is that i used all my time to read and didn't have as much time to consider the arguments and ideas until class time, and couldn't think up my own beliefs in time. i am wondering if periodically assigning small homework assignments in addition to the reading, perhaps 2-3 questions, might get students engaging a little more with the reading rather than perhaps passively going through it and get them to pause and really consider what they're reading. it doesn't even have to be graded, but having something to kind of ground my reading, so i know more specifics of what to pay attention to, might help! i really enjoyed the amount of group/partner work we got to do, which is more than im used to in philosophy courses. i thought it was really beneficial to at least getting students more engaged and feeling okay if they don't 'have the answers,' especially considering our class was a rather quiet one. i also thought the doc days were a great way of gathering knowledge without having to do more reading. i am glad you showed the bugs, despite disgust i think exposure is the only way for people to begin fighting their instincts. i have very little criticism. i love this class and talking about these creatures. maybe more bird talk, but thats it.
- kinds of minds was one of the most engaging and fun classes ive taken so far. I enjoyed the readings and the curated supplementary content on moodle. The workload was manageable. In retrospect one change which would have been preferable for me would be that we read dennett's book first followed by godfrey smith's because i felt that the PGS book made more sense to me after reading dennett's book which introduced many of the philosophical concepts which could have helped me better understand and appreciate the PGS book. Other than that, everything worked for me and I had a great learning experience.
- I believe what worked well for this class was having time with peers to discuss essay ideas or help each other with the final. Really liked the time for office hours and being able to come in for help. Logic was really cool to learn and refine throughout the class. I feel like class engagement wasn't as great as it could have been I wish I knew how you could encourage students to speak more. Maybe there could be a discussion portion where students will have to work on a specific topic we had to learn for the day like when we did the argument reconstruction. Also in terms of writing down notes you go fast and I think people are scared to speak up and lose out on notes at points.
- I appreciated how easy you made it to ask questions when I didn't understand the material and how understanding you were when I would miss class due to conflicting schedules.

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? -

- n/a
- Keep using the articles!
- I really enjoyed the M&P articles much more than PGS and Dennett. But both books still benefited my learning