PHIL 124 (1): Kinds of Minds
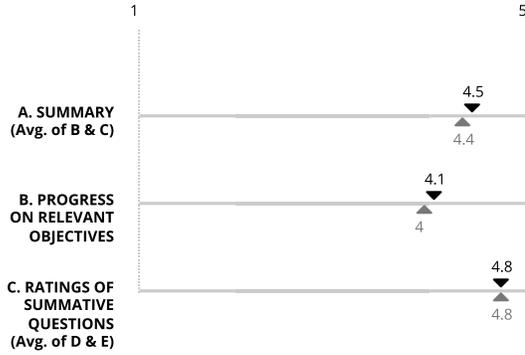## 2025-26 J-Term | Deke Gould

23	Students Enrolled
19	Students Responded
82.61%	Response Rate

Summative

▼	Adjusted
▲	Raw
▭	3 Point Plus/Minus

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**

Your Average Scores
5 Point Scale

	1 ... 5
A. SUMMARY (Avg. of B & C)	4.5 / 4.4
B. PROGRESS ON RELEVANT OBJECTIVES	4.1 / 4
C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)	4.8 / 4.8

Your Overall Mean Ratings
5 Point Scale

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

Your Overall Converted Ratings

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

Your Converted Average

	37 ... 44 ... 55 ... 63
A. SUMMARY (Avg. of B & C)	
IDEA	57 / 56
Discipline	0 / 0
Institution	58 / 56
B. PROGRESS ON RELEVANT OBJECTIVES	
IDEA	54 / 52
Discipline	
Institution	56 / 54
C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)	
IDEA	60 / 59
Discipline	0 / 0
Institution	59 / 58
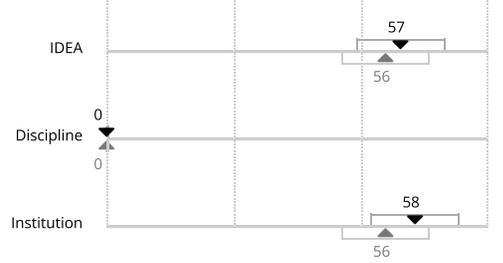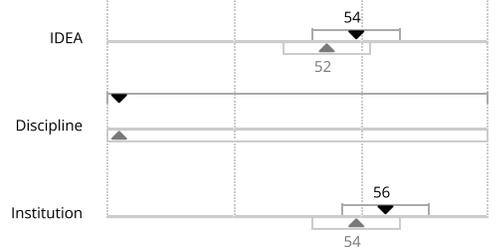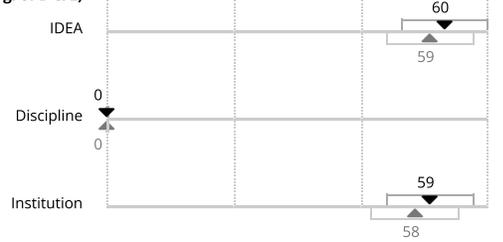
Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.6	4.7	0	95	60	62			58	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.6	3.6	21	58	45	45			48	49
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4.6	4.7	0	95	60	63			60	62
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.5	4.6	0	100	57	60			57	60
Acquiring skills in working with others as a member of a team	I	3.6	3.7	16	58	47	47			51	53
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3.4	3.4	26	53	46	46			48	50
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.5	3.5	26	58	47	47			48	50
Developing skill in expressing myself orally or in writing	I	4.4	4.6	5	89	58	62			59	62
Learning how to find, evaluate, and use resources to explore a topic in depth	I	3.9	4	11	68	48	50			53	55
Developing ethical reasoning and/or ethical decision making	I	4.3	4.6	5	84	57	61			60	62
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	I	4.7	5	0	95	64	68			63	65
Learning to apply knowledge and skills to benefit others or serve the public good	I	4	4.1	16	79	50	52			55	57
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3	3	47	47	37	37			46	49

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.6	57		57
Difficulty of subject matter	3.4	52		53

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	40		41
I really wanted to take this course regardless of who taught it.	4	54		51
When this course began I believed I could master its content.	3.8	48		47
My background prepared me well for this course's requirements.	3.6	46		47

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	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.
Demonstrated the importance and significance of the subject matter	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.
Made it clear how each topic fit into the course	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.
Explained course material clearly and concisely	4.8	0% (1 or 2) 95% (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	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	3.9	11% (1 or 2) 68% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4	5% (1 or 2) 68% (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)	4.3	5% (1 or 2) 84% (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	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	4.5	0% (1 or 2) 89% (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) 95% (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	4.8	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	4.1	5% (1 or 2) 79% (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
Formed teams or groups to facilitate learning	3.8	5% (1 or 2) 63% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.5	5% (1 or 2) 84% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	4.5	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.6	11% (1 or 2) 53% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	3	37% (1 or 2) 37% (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	4.5	5% (1 or 2) 89% (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. The Instructor:	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	31.58% (6)	68.42% (13)	19	0	0.46	4.68
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	5.26% (1)	10.53% (2)	31.58% (6)	52.63% (10)	19	0	0.86	4.32
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	5.26% (1)	94.74% (18)	19	0	0.22	4.95
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	10.53% (2)	89.47% (17)	19	0	0.31	4.89
Formed teams or groups to facilitate learning	0% (0)	5.26% (1)	31.58% (6)	42.11% (8)	21.05% (4)	19	0	0.83	3.79
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	26.32% (5)	73.68% (14)	19	0	0.44	4.74
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	10.53% (2)	26.32% (5)	63.16% (12)	19	0	0.68	4.53
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	5.26% (1)	42.11% (8)	52.63% (10)	19	0	0.6	4.47
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	10.53% (2)	36.84% (7)	31.58% (6)	21.05% (4)	19	0	0.93	3.63
Explained course material clearly and concisely	0% (0)	0% (0)	5.26% (1)	10.53% (2)	84.21% (16)	19	0	0.52	4.79

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Related course material to real life situations	0% (0)	0% (0)	0% (0)	21.05% (4)	78.95% (15)	19	0	0.41	4.79
Created opportunities for students to apply course content outside the classroom	5.26% (1)	0% (0)	15.79% (3)	36.84% (7)	42.11% (8)	19	0	1.02	4.11
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	21.05% (4)	78.95% (15)	19	0	0.41	4.79
Involved students in hands-on projects such as research, case studies, or real life activities	26.32% (5)	10.53% (2)	26.32% (5)	10.53% (2)	26.32% (5)	19	0	1.52	3
Inspired students to set and achieve goals which really challenged them	5.26% (1)	5.26% (1)	21.05% (4)	31.58% (6)	36.84% (7)	19	0	1.12	3.89
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	5.26% (1)	10.53% (2)	15.79% (3)	68.42% (13)	19	0	0.88	4.47
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	10.53% (2)	26.32% (5)	63.16% (12)	19	0	0.68	4.53
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	5.26% (1)	5.26% (1)	26.32% (5)	63.16% (12)	19	0	0.82	4.47
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	5.26% (1)	26.32% (5)	36.84% (7)	31.58% (6)	19	0	0.89	3.95

Describe your progress on:	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)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	5.26% (1)	15.79% (3)	21.05% (4)	26.32% (5)	31.58% (6)	19	0	1.22	3.63
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	0% (0)	52.63% (10)	47.37% (9)	19	0	0.5	4.47
Acquiring skills in working with others as a member of a team	0% (0)	15.79% (3)	26.32% (5)	36.84% (7)	21.05% (4)	19	0	0.98	3.63
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	10.53% (2)	15.79% (3)	21.05% (4)	31.58% (6)	21.05% (4)	19	0	1.27	3.37
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.26% (1)	21.05% (4)	15.79% (3)	31.58% (6)	26.32% (5)	19	0	1.23	3.53
Developing skill in expressing myself orally or in writing	0% (0)	5.26% (1)	5.26% (1)	36.84% (7)	52.63% (10)	19	0	0.81	4.37
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	10.53% (2)	21.05% (4)	36.84% (7)	31.58% (6)	19	0	0.97	3.89
Developing ethical reasoning and/or ethical decision making	0% (0)	5.26% (1)	10.53% (2)	31.58% (6)	52.63% (10)	19	0	0.86	4.32
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	0% (0)	5.26% (1)	15.79% (3)	78.95% (15)	19	0	0.55	4.74
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	15.79% (3)	5.26% (1)	42.11% (8)	36.84% (7)	19	0	1.03	4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	36.84% (7)	10.53% (2)	5.26% (1)	15.79% (3)	31.58% (6)	19	0	1.73	2.95

The Course: On the next two items, compare this course with others you have taken at this institution.	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)	5.26% (1)	42.11% (8)	42.11% (8)	10.53% (2)	19	0	0.75	3.58
Difficulty of subject matter	0% (0)	5.26% (1)	47.37% (9)	47.37% (9)	0% (0)	19	0	0.59	3.42

For the following items, choose the option that best corresponds to your judgment.	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)	10.53% (2)	31.58% (6)	57.89% (11)	0% (0)	19	0	0.68	3.47
I really wanted to take this course regardless of who taught it.	0% (0)	5.26% (1)	31.58% (6)	21.05% (4)	42.11% (8)	19	0	0.97	4
When this course began I believed I could master its content.	5.26% (1)	15.79% (3)	5.26% (1)	36.84% (7)	36.84% (7)	19	0	1.23	3.84
My background prepared me well for this course's requirements.	5.26% (1)	15.79% (3)	21.05% (4)	31.58% (6)	26.32% (5)	19	0	1.18	3.58
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	15.79% (3)	84.21% (16)	19	0	0.36	4.84
Overall, I rate this course as excellent.	0% (0)	0% (0)	5.26% (1)	21.05% (4)	73.68% (14)	19	0	0.57	4.68

	$0	$1-$25	$26-$50	$51-$75	$76-$100	$101-$125	$126-$150	$151-$175	$176-$200	$201-$225	N	DNA	SD	M
$226-$250 / More than $250														
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?	5.26% (1)	5.26% (1)	36.84% (7)	47.37% (9)	5.26% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)				
0% (0)	0% (0)										19	0	0.88	3.42

	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
Used other texts of resources in place of the one assigned / Obtained the course packet / All materials were on Moodle	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).	26.67% (8)	20% (6)	20% (6)	23.33% (7)	0% (0)	0% (0)	3.33% (1)	0% (0)	0% (0)	0% (0)				
	0% (0)	3.33% (1)	3.33% (1)	0% (0)	0% (0)	0% (0)					30	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?	5.26% (1)	5.26% (1)	0% (0)	5.26% (1)	84.21% (16)	19	0	1.09	4.58

	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)	10.53% (2)	89.47% (17)	19	0	0.31	4.89

	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?	52.63% (10)	26.32% (5)	21.05% (4)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	19	0	0.8	7.32

Qualitative

Comments -

- I enjoyed highly the amount of books we got to read and how all of the views weren't all too concrete on one idea and allowed us to see a higher perspective in the class and formulate our own views and ideals making it a more personal class in my opinion
- Best professor I have ever had in my life! So engaging and compassionate, also very intelligent! His energy is contagious!
- I like the reading quizzes, they help keep me accountable with the reading, and I like having a small win when I get a 5/5. I also like how the class is set up, where we have halves and that it's all layed out right away so theres no suprises in whats happening in class that day. one thing that I would want to change is having a lot more chances to talk in class, like having more logic questions or having more of book questions. But overall I love this class and I would take it again if I had the ability to.
- I really like the style of teaching were we read and then discuss the main points as a class. I think it would be beneficial to make sure that everyone has a chance to bring up any questions or comments they have on the text.
- One thing I liked that we did in this course was the logic warmup. I think it really helped me better understand the principles of logic. One thing I think that should maybe change about this course is I think more group exercises would be helpful. When we did the group arguments is when I think I understood the different parts of a strong argument the most.
- I found that the bullet questions for the chapter helped me change my focus on the text, and alter how I took notes and consumed the information I learned better. Reading the book by Dennett at such a fast rate and so many chapters a day made it difficult for me to process all of the information given. I think giving more time to read Dennett specifically would help students grasp the concepts better.
- I thought that having to take handwritten notes on paper with no electronics was actually really beneficial to me and my learning. I would maybe distribute the course work a little more evenly since week 2 was very intense while week 3 was pretty chill homework-wise.
- I loved this class very much. Although it academically challenged me, you did a great job of thoroughly explaining the content and encouraging us to work through our confusion. I also loved the discussions we would have about topics that relate to the material that are simultaneously fun. For future classes, please continue to challenge students to think about different arguments while encouraging them to formulate their own arguments as well. I would suggest spacing out the readings a bit differently (sometimes the 60+ pages a day would be a bit overwhelming). Thank you for being an excellent teacher.
- This class was very interesting. I feel like I learned a lot of cool facts and also gained significant knowledge of how to use logic. Despite the long 3 hour period, your stories and side tangents kept it interesting and engaging. The amount of reading was difficult for me, but I was able to keep up pretty well for the most part.
- This class was both challenging and rewarding for me. I signed up for this class knowing it was going to be about the different kinds of minds (as the title states), but I didn't realize the amount of work that was going to be in it. I did struggle time to time with the readings, only because of how time consuming it was, but also, I was able to learn and go into depth about the material which ending up helping me understand the subject much more. In terms of what I would keep the same, I liked how Dr. Gould started off the first day of class with "this class will be challenging and rigorous, but it will be so worth it" - This scared me, but also kept me really motivated, and I know it did the same for others too. I wouldn't change anything about the class I believe because I think everything helped me and the other students in the class to grow. One thing I believe most people would want to change about the class would be the no technology rule, and I thought I wouldn't like it either at first, but as time went on, I realized that having no technology helped me grow as a student and learner. There were no distractions, and it helped me actually learn and it made me more interested in the material. Overall I would give Kinds of Minds 5/5 stars, and I give Professor Gould 5/5 stars as well. If I could I would take this class again!
- I really appreciated Dr. Gould's passion for the subject as it really aided in keeping me personally interested. With this being a J-Term course, it's expected for us to go through a lot of material really quickly which is why having a professor that is deeply invested and who checks in on you is really important. I also liked how Dr. Gould broke down class activities and switched up how we would execute them as it facilitated discussion amongst all of us. The review sessions Dr. Gould does before his exams also proved really helpful as they provide you with a pretty good foundation to later write lengthy responses.
- I enjoyed the class. Dr. Gould is a very good professor and makes the three hours go by quicker than I would have thought. I really liked how we had a mixture of discussions and documentaries. This I felt tied in all the concepts together and gave a chance for visual learning. The only thing I would change is how much we read some nights. It was a lot to read 60-100 pages of these books that we had to take extra care in noting key concepts. Overall I enjoyed the class, found it interesting and Dr. Gould definitely helped make it more enjoyable with his attitude in class as well.
- I really appreciated the student led conversation and study time given to us right before the midterm exam. It was a beneficial way to go over the study guide and refresh our memory on key ideas. Sometimes the reading load was a lot, especially for someone who does not read as much as they probably should. My only possible recommendation or suggestion would be to consider taking out some required chapters so that the reading load isn't so big. Since I also know many students may find it challenging to fully grasp the logic ideas and concepts, i think it would be beneficial to maybe have some logic exercises that students can do at home, which would give us more variety than just reading at home and would also help the logic concepts be better understood. One thing I did to help me study my logic was I asked AI to make practice arguments for me to study. I had to either decide if the argument was valid or invalid, and then I also had to identify the famous form that it was. This study method really helped me and I think other students would also benefit from this method.
- I thoroughly enjoyed the documentaries and the really cool stories you shared that made this class much more entertaining and easier to understand. I liked the Peter Godfrey Smith book and Monso. Dennet was probably my least favorite because I couldn't really understand what he was getting at. I think all the logic problems at the beginning of class are extremely beneficial. The only thing I would change is maybe not have 100 pages of reading for one night, because it makes reading the book feel rushed and I ended up reading to finish, instead of reading to understand at least for that one night. However, other than that I really enjoyed this class.
- This was my favorite course to take by far, I wish it were longer. The content was fun, the teacher is awesome, and I feel like I learned so much throughout the course. Even the books were enjoyable to me and I typically find reading very boring. There is nothing I can think to change for this class.

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? -

- no
- N/a
- no