

Student Evaluation of Instruction and Course

University of Missouri-Columbia

Form B - 3

Instructor: Shields, Kenneth Wesley

Semester: Summer 2012

Course Subject: PHIL

Section: 03

Catalog Number: 1100

Course Id: 010959

Description: INTRODUCTION TO ETHICS

Class Number: 19056

Department or Unit: MU-D PHIL

Number of Respondents: 7

Section I Consumer Information	Percent Responding				# Resp.	Mean	
	SA 4	A 3	D 2	SD 1			
1. Course content and expectations were presented clearly	28.6	57.1	14.3	0.0	7	3.1	
2. The instructor was interested in student learning	42.9	42.9	14.3	0.0	7	3.3	
3. All things considered, the instructor taught effectively	14.3	71.4	14.3	0.0	7	3.0	
Section II Diagnostic Feedback	High 5	4	3	2	Low 1	# Resp.	Mean
1. Instructor's organization of the course	71.4	14.3	14.3	0.0	0.0	7	4.6
2. Sequential presentation of concepts	28.6	28.6	28.6	0.0	14.3	7	3.6
3. Instructor's explanations	28.6	14.3	57.1	0.0	0.0	7	3.7
4. Ability to present alternative explanations	28.6	42.9	28.6	0.0	0.0	7	4.0
5. Use of examples and illustrations	28.6	57.1	14.3	0.0	0.0	7	4.1
6. Instructor's enhancement of student interest	28.6	28.6	14.3	28.6	0.0	7	3.6
7. Student confidence in instructor's knowledge	71.4	14.3	14.3	0.0	0.0	7	4.6
8. Instructor's enthusiasm	42.9	28.6	0.0	14.3	14.3	7	3.7
9. Clarity of course objectives	57.1	14.3	0.0	14.3	14.3	7	3.9
10. Interest level of class sessions	33.3	33.3	16.7	16.7	0.0	6	3.8
11. Availability of extra help when needed	50.0	16.7	0.0	16.7	16.7	6	3.7
12. Instructor's language proficiency	40.0	20.0	20.0	0.0	20.0	5	3.6
13. Instructor's use of technology	57.1	0.0	42.9	0.0	0.0	7	4.1
Section III General Evaluation	E	QG	S	F	P	# Resp.	Mean
1. The course as a whole	0.0	71.4	14.3	0.0	14.3	7	3.4
2. The content of the course	0.0	71.4	14.3	14.3	0.0	7	3.6
Section IV Information for Other Students	E	QG	S	F	P	# Resp.	Mean
1. Use of class time	0.0	66.7	0.0	33.3	0.0	3	3.3
2. Amount you learned in the course	14.3	28.6	42.9	14.3	0.0	7	3.4
3. Relevance and usefulness of course content	0.0	14.3	71.4	14.3	0.0	7	3.0
4. Evaluative and grading techniques (tests,papers,projects)	0.0	57.1	14.3	14.3	14.3	7	3.1
5. Reasonableness of assigned work	14.3	57.1	14.3	14.3	0.0	7	3.7
6. Clarity of student responsibilities and requirements	28.6	42.9	14.3	0.0	14.3	7	3.7

Section V General Information About Your Students (percent of respondents)								% Completed Assigned Work	
Wanted Course	Course Is	Class	Expected Grade	% Attendance					
Yes	0.0	In major	28.6	Freshman	0.0	A	57.1	0-25	0.0
No	71.4	In minor	0.0	Sophomore	28.6	B	42.9	26-50	0.0
Neutral	28.6	Elective	0.0	Junior	42.9	C	0.0	51-75	0.0
Omit	0.0	General	42.9	Senior	28.6	D	0.0	76-90	0.0
		Other	28.6	Graduate	0.0	F	0.0	91-100	57.1
		Omit	0.0	Other	0.0	S	0.0	NA	42.9
				Omit	0.0	U	0.0	Omit	0.0
						Omit	0.0		

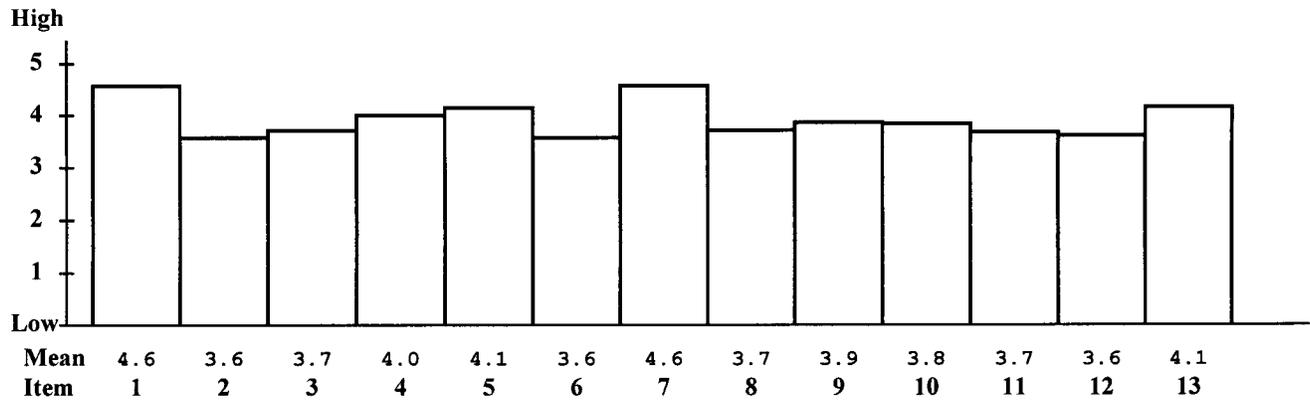
Section VI Optional Items	E	QG	S	F	P	# Resp.	Mean
1.	0.0	0.0	0.0	0.0	0.0	0	0.0
2.	0.0	0.0	0.0	0.0	0.0	0	0.0
3.	0.0	0.0	0.0	0.0	0.0	0	0.0
4.	0.0	0.0	0.0	0.0	0.0	0	0.0

E = Excellent
 QS = Quite Good
 S = Satisfactory
 F = Fair
 P = Poor

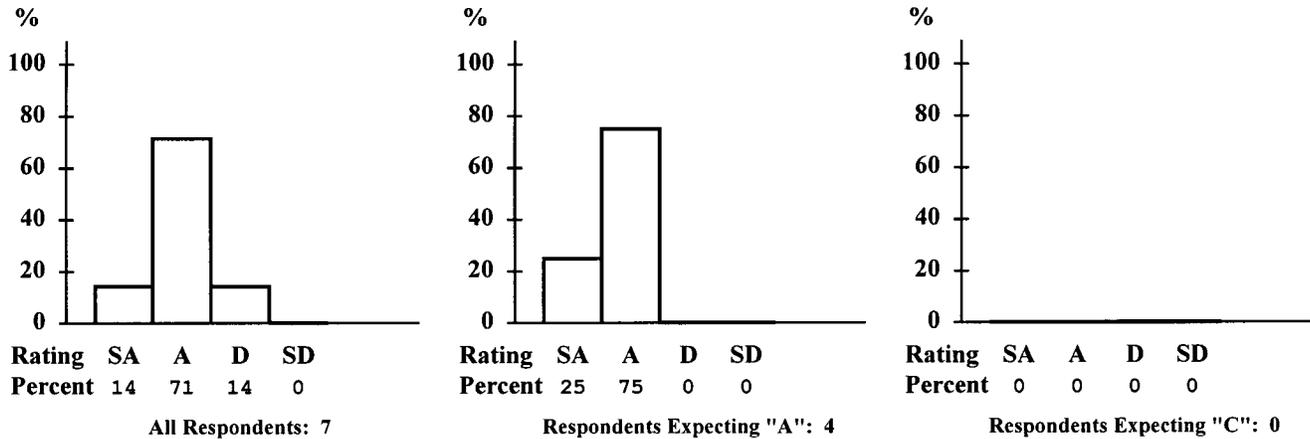
	1	2	3	4	5	6	7	8	9	# Resp.	Mean
5.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
6.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
7.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
8.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0



Section II Graphic Representation of Means of Items in Section II



Section I Consumer Information Item 3: Overall Teaching Effectiveness



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 Phone: (573)882-4694

Review and Reflections

19056

1100

Introduction to Ethics

Instructor Shields, Kenneth

Useful Applications Teach or Work

Environment

Ints. Excel

Instructor Improve

Your Experience

Be less rude when attempting to express understanding to students on weekly course material and more sensitive to the circumstances that students experience while taking a summer course.

No. It was difficult to communicate to the instructor and when the communication did occur, the instructor did a poor job of being reasonable with course expectations and was unwilling to provide assistance when needed.

I have learned new backgrounds to philosophy and actual theories that back the common beliefs society has.

I enjoyed the books that were chosen - I feel the lectures repated a lot of what the books said.

Yes. I was not sure if I would like an online course because this was my first one. But the way that the class was broken up into weekly units gave me due dates and made it easy to complete work and stay caught up.

Guiding discussions

Providing relevant examples

Yes

I think actually having an example paper for written assignments would be helpful to students. Just having advice is useful, but having an actual example would be good because they can make sure they following directions and will not get points taken away for random things.