



Evaluation of Instruction and Course

University of Missouri





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Group Report for: Shields, Kenneth Wesley; Course: GEN INTRO TO PHILOSOPHY

Course: PHIL 1000 Section: 08 Semester: FS2014 Class Number: 58486

Respondents: 19

Standard Form Report								
Choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree	Percent of Responses							
Course Content and Structure	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
The syllabus clearly explained the course objectives, requirements, and grading system.	32%	53%	16%	0%	0%	19	4.16	
Course content was relevant and useful (e.g., readings, online media, classwork, assignments).	42%	26%	32%	0%	0%	19	4.11	
Resources (e.g., articles, literature, textbooks, class notes, online resources) were easy to access.	50%	50%	0%	0%	0%	18	4.50	
This course challenged me.	37%	42%	16%	5%	0%	19	4.11	
Teaching Delivery	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
This instructor was consistently well-prepared.	37%	53%	0%	11%	0%	19	4.16	
This instructor was audible and clear.	58%	32%	11%	0%	0%	19	4.47	
This instructor was knowledgeable and enthusiastic about the topic.	68%	21%	11%	0%	0%	19	4.58	
This instructor effectively used examples/illustrations to promote learning.	47%	42%	11%	0%	0%	19	4.37	
This instructor fostered questions and/or class participation.	47%	37%	11%	5%	0%	19	4.26	
This instructor clearly explained important information/ideas/concepts.	26%	47%	16%	11%	0%	19	3.89	
This instructor effectively used teaching methods appropriate to this class (e.g., critiques, discussion, demonstrations, group work).	37%	42%	16%	5%	0%	19	4.11	
Learning Environment	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
This instructor responded appropriately to questions and comments.	21%	53%	5%	16%	5%	19	3.68	
This instructor stimulated student thinking and learning.	58%	21%	21%	0%	0%	19	4.37	
This instructor promoted an atmosphere of mutual respect regarding diversity in student demographics and viewpoints, such as race, gender, or politics.	68%	16%	11%	5%	0%	19	4.47	
This instructor was approachable and available for extra help.	42%	26%	11%	16%	5%	19	3.84	
This instructor used class time effectively.	28%	50%	17%	6%	0%	18	4.00	
This instructor helped students to be independent learners, responsible for their own learning.	39%	39%	22%	0%	0%	18	4.17	
Assessment	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
I was well-informed about my performance during this course.	32%	37%	5%	21%	5%	19	3.68	
Assignments/projects/exams were graded fairly based on clearly communicated criteria.	32%	37%	11%	16%	5%	19	3.74	
This instructor provided feedback that helped me improve my skills in this subject area.	26%	42%	16%	5%	11%	19	3.68	



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Teaching Effectiveness	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
This instructor taught effectively considering both the possibilities and limitations of the subject matter and the course (including class size and facilities).	26%	42%	16%	5%	11%	19	3.68
Feedback for Other Students (IDK = I Don't Know)	% Yes	% No	% IDK				# Rsp
Would you recommend this class to other students regarding...?							
CLASS CONTENT	67%	17%	17%				18
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	78%	22%	0%				18
POSITIVE LEARNING ENVIRONMENT	83%	17%	0%				18
INSTRUCTOR'S TEACHING SKILL/STYLE	72%	22%	6%				18
FAIRNESS OF GRADING	67%	28%	6%				18

Student Information (NA = Not Applicable, NR = No Response)															
Course	Expected Grade	Gender	Class Year	Classes attend	Extent use online	Outside hours per week	Complete work								
Requireme	21%	A	21%	Male	37%	Freshman	26%	0-25	0%	None	32%	0-3	0%	0-25	0%
Elective	74%	B	53%	Female	58%	Sophomore	42%	26-50	5%	Little	63%	4-7	16%	26-50	5%
Other	0%	C	16%	Transgend	0%	Junior	11%	51-75	0%	Some	0%	8-11	5%	51-75	5%
NR	5%	D	5%	Prefer no	0%	Senior	16%	76-90	21%	Moderate	5%	12-15	58%	76-90	21%
		F	0%	NR	5%	Graduate	0%	91-100	74%	Large	0%	> 15	21%	91-100	63%
		S	0%			Other	0%	NA	0%	NA	0%	NA	0%	NA	0%
		U	0%			NR	5%	NR	0%	NR	0%	NR	0%	NR	5%
		None	0%												
		NR	5%												

Grade A & B = The mean score of students who reported an expected grade of A or B.

Construct Means (21 Questions)									
Content/Struct	Teaching		Environment		Assessment		Effectiveness		
Mean	4.21	Mean	4.26	Mean	4.09	Mean	3.70	Mean	3.68
Grade A & B	4.30	Grade A & B	4.42	Grade A & B	4.29	Grade A & B	4.05	Grade A & B	4.07

COMPOSITE SCORE of the 21 Construct Questions	
Mean	4.10
Grade A & B	4.29

Construct Means and Composite Score are calculated based on the number of respondents for each question in order to apply less weight to questions not applicable to a class.





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Section VI: Your Comments Are Valued

What aspects of the teaching or content of this course were especially good?

The use of reading comps every class kind me up to-date on what was going on in class.

I thought this was a really good class. You can definitely tell that the instructor was very enthusiastic about the subject and I liked that. He was also very good about fair grading; he focused more on the students' learning / understanding of the material rather than just grades and I think that is a good way to approach a subject like philosophy, or teaching in general.

+ organized powerpoint easy to understand.

He is really easy to talk to and very enthusiastic about this course. He always gives off good, positive vibes.



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The guy is passionate about this stuff.

Kenny loves what he teaches
and it really shows

The concepts were clear, and the essays had interesting
topics to write about.

the multiple examples were very helpful.

He used good examples and made
class content interesting.



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I enjoyed his enthusiasm and interest in the topics he taught. It helped me become more interested and allowed me to learn more because of it.

The teacher is very passionate about the subject and always willing to give extra help.



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What changes could be made to improve the teaching or the content of this course?

More in-class activities I guess, but it was already pretty solid.

needs to be more approachable and open to answer students questions in class. very difficult learning the material when not able to print off slides and take notes. Not very clear on grading and keeping students up to date on how they are performing in the class.

I don't really have any particular suggestions for changes, I thought the course went well.

- talk more about in each topic

He's a nice guy just a little crazy. It's a 1000 level course. He's way too aggressive on grading I'm a good student & try hard. I shouldn't have a B in a 1000 level course if I try as hard as I do. Seriously, I had a 3.9.



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- To stay more on topic when teaching
- no group assignments
- better grading

Understand this in an intro class. The concepts of philosophy are still new to the class.

Less notes, more hands on

I felt that we had little to no resources besides the slides on blackboard to help study for tests/exams, and the slides only helped me a little bit.

Spend time explaining new concepts the first day we learn them.



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Although early philosophy has been outdated, I would still focus sometime on learning and understanding early philosophers. It'd would have been more helpful, I think, if there was more of a foundation to work from.

The way we went over some info was a little fast and could have been explained simpler.

More preparation for tests.
