





# *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: 09 Semester: FS2014 Class Number: 59040

# Respondents: 25

Standard Form Report		Percent of Responses					# Rsp	Mean
Course Content and Structure		SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
Choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree								
The syllabus clearly explained the course objectives, requirements, and grading system.		42%	54%	4%	0%	0%	24	4.38
Course content was relevant and useful (e.g., readings, online media, classwork, assignments).		24%	68%	4%	4%	0%	25	4.12
Resources (e.g., articles, literature, textbooks, class notes, online resources) were easy to access.		44%	48%	8%	0%	0%	25	4.36
This course challenged me.		44%	40%	12%	4%	0%	25	4.24
Teaching Delivery		SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
This instructor was consistently well-prepared.		40%	44%	12%	4%	0%	25	4.20
This instructor was audible and clear.		56%	36%	4%	4%	0%	25	4.44
This instructor was knowledgeable and enthusiastic about the topic.		72%	24%	4%	0%	0%	25	4.68
This instructor effectively used examples/illustrations to promote learning.		32%	60%	8%	0%	0%	25	4.24
This instructor fostered questions and/or class participation.		48%	40%	12%	0%	0%	25	4.36
This instructor clearly explained important information/ideas/concepts.		29%	46%	13%	13%	0%	24	3.92
This instructor effectively used teaching methods appropriate to this class (e.g., critiques, discussion, demonstrations, group work).		32%	44%	16%	8%	0%	25	4.00
Learning Environment		SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
This instructor responded appropriately to questions and comments.		28%	48%	20%	4%	0%	25	4.00
This instructor stimulated student thinking and learning.		36%	48%	16%	0%	0%	25	4.20
This instructor promoted an atmosphere of mutual respect regarding diversity in student demographics and viewpoints, such as race, gender, or politics.		54%	46%	0%	0%	0%	24	4.54
This instructor was approachable and available for extra help.		68%	20%	8%	0%	4%	25	4.48
This instructor used class time effectively.		48%	32%	12%	8%	0%	25	4.20
This instructor helped students to be independent learners, responsible for their own learning.		32%	52%	12%	4%	0%	25	4.12
Assessment		SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
I was well-informed about my performance during this course.		32%	40%	8%	16%	4%	25	3.80
Assignments/projects/exams were graded fairly based on clearly communicated criteria.		36%	52%	8%	4%	0%	25	4.20
This instructor provided feedback that helped me improve my skills in this subject area.		28%	36%	20%	12%	4%	25	3.72



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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).	44%	32%	16%	8%	0%	25	4.12
Feedback for Other Students (IDK = I Don't Know)	% Yes	% No	% IDK				# Rsp
Would you recommend this class to other students regarding...?							
CLASS CONTENT	56%	32%	12%				25
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	76%	16%	8%				25
POSITIVE LEARNING ENVIRONMENT	92%	4%	4%				25
INSTRUCTOR'S TEACHING SKILL/STYLE	72%	28%	0%				25
FAIRNESS OF GRADING	72%	24%	4%				25

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	52%	A	20%	Male	64%	Freshman	56%	0-25	0%	None	64%	0-3	8%	0-25	0%
Elective	44%	B	52%	Female	32%	Sophomore	28%	26-50	0%	Little	32%	4-7	16%	26-50	8%
Other	0%	C	20%	Transgend	0%	Junior	4%	51-75	8%	Some	4%	8-11	24%	51-75	16%
NR	4%	D	4%	Prefer no	0%	Senior	8%	76-90	24%	Moderate	0%	12-15	20%	76-90	28%
		F	0%	NR	4%	Graduate	0%	91-100	68%	Large	0%	> 15	24%	91-100	44%
		S	0%			Other	0%	NA	0%	NA	0%	NA	8%	NA	0%
		U	0%			NR	4%	NR	0%	NR	0%	NR	0%	NR	4%
		None	0%												
		NR	4%												

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	4.27	Mean	4.26	Mean	4.26	Mean	3.91	Mean	4.12	
Grade A & B	4.40	Grade A & B	4.37	Grade A & B	4.33	Grade A & B	4.02	Grade A & B	4.17	

COMPOSITE SCORE of the 21 Construct Questions	
Mean	4.20
Grade A & B	4.31

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 class was a complete group discussion with some group work. He let us do most of the arguing and helped push the argument along when needed.

TALKING ABOUT REAL LIFE EXAMPLES.

The class discussions sparked independent think. Shields explained concepts very well and was just an extremely fair and logical teacher. I really enjoyed his class.

The teacher did a good job challenging us & being creative



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Prof. Shields enthusiasm was excellent. Reading selections were quite good. What I respected most was Prof. Shields dedication to keeping his students with the group.

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He knew the material very well.

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- Reading comps helped w/ concepts
  - Professor communicated topics in an understandable way

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Everything

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Kenny always helped when I needed it and was very understanding when I was going through difficulties



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The amount of different perspectives we looked @ was really informative & interesting. Keny always had something new to show.

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Kenneth knows his subject extremely well, is super enthusiastic, helpful and knowledgeable.

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Prof. Shields was very professional and had extremely vast knowledge on the subject being taught. Great class  
10/10/16

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This class facilitated independent thought as well as group discussion.

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The powerpoints were informational and helpful for the mid term and final. Also he had us all engage in a group discussion and in class assignments to further our learning.



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was very well organized, never really had any questions about due dates because it was so well laid out

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The readings and conversations.

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very authentic, nice examples

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Homework and quizzes

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

HAVING MORE WAYS/EXAMPLES TO GRASP  
COMPLEX MATERIAL

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D/A The way is great

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Teach less like a lecture ... more  
hands on → kinesthetic type teaching

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Grade more fairly

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very unclear about instructions



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Instructor sometimes struggled to understand what a student was asking, when the student's question seemed relatively clear.

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Discuss reading more directly

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Nothing

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Nothing

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Perhaps be ready to play devil's advocate more often. That would get discussion going



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I wish Kenneth would promote an environment with more free speech. The class did, but usually Kenneth took over and seemed to answer all questions by himself. Makes sense, but I just wish there was more classroom discussion.

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I think it would be helpful to put more PPI on the spot to force further discussion.

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The teacher should be less strict on irrelevant class rules (ex. discussion board questions) and more helpful and willing to answer questions on the spot.

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- more examples
  - go over online quizzes in class
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I think that Kenneth could've lectured a little more / explored the reading from the previous night before we jumped into class discussion.

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Quizzes were hard to remember to complete.

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Better intro to course

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Tests

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QUIZZES! - make it 2 attempts per quiz. No time limit because I felt rushed and that it was over what I had to only pick up from the readings. Quizzes should be for learning and I did not get that from them. Make quizzes only over 1 reading instead of multiple.