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PHIL 201–03
Ethics
Fall 2018

IDEA

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 30 students enrolled, 19 responded (63%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing**.

Both <u>unadjusted</u> (raw) and <u>adjusted</u> averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5–point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Three** objectives were selected as relevant (Important or Essential –see page 2)	4.2	4.2
Overall Ratings		
B. Excellent Teacher	4.3	4.3
C. Excellent Course	3.9	3.9
D. Average of B & C	4.1	4.1
Summary Evaluation (Average of A & D) [1]	**4.2**	**4.2**

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	56	57								
Similar Middle 40% (45–55)			51	51	50	49	51	50	54	54
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	48	50	49	49	47	46	48	48	48	49
Institution	50	56	48	52	44	51	46	52	48	54

IDEA Discipline used for comparison:
Philosophy

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, please refer to the POD–IDEA Center Notes (www.theideacenter.org/podidea), and POD–IDEA Center *Learning* Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline [1]		Your Institution [1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Minor/None										
2. Learning fundamental principles, generalizations, or theories	Important	4.2	4.2	11%	79%	54 Similar	55 Similar	47 Similar	49 Similar	46 Similar	53 Similar
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Minor/None										
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None										
5. Acquiring skills in working with others as a member of a team	Minor/None										
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None										
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None										
8. Developing skill in expressing myself orally or in writing	Minor/None										
9. Learning how to find and use resources for answering questions or solving problems	Minor/None										
10. Developing a clearer understanding of, and commitment to, personal values	Important	4.1	4.1	11%	74%	55 Similar	56 Higher	48 Similar	49 Similar	50 Similar	56 Higher
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	**Essential**	4.3	4.3	11%	74%	57 Higher	58 Higher	49 Similar	50 Similar	51 Similar	57 Higher
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None										
Progress on Relevant Objectives		4.2	4.2			56	57	48	50	50	56

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
13. As a rule, I put forth more effort than other students on academic work.	3.6	50	Similar	42	Lower	36	Much Lower
15. I really wanted to take this course regardless of who taught it.	3.3	50	Similar	52	Similar	41	Lower

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology, classifications,...	0	1	4	5	9	0	4.2	1.0	NA	NA	4.0	4.2	4.4
2. Learning fundamental principles, generalizations, or...	0	2	2	6	9	0	4.2	1.0	54	55	3.9	4.3	4.4
3. Learning to *apply* course material (to improve thinking, problem...	0	3	1	5	10	0	4.2	1.1	NA	NA	4.0	4.2	4.4
4. Developing specific skills, competencies, and points of view...	1	1	4	5	8	0	3.9	1.2	NA	NA	4.0	4.1	4.4
5. Acquiring skills in working with others as a member of a team	1	4	3	5	6	0	3.6	1.3	NA	NA	3.9	4.0	4.2
6. Developing creative capacities (writing, inventing, designing,...	1	4	4	3	7	0	3.6	1.3	NA	NA	3.9	3.9	4.2
7. Gaining a broader understanding and appreciation of...	0	3	4	7	5	0	3.7	1.0	NA	NA	3.7	4.0	4.1
8. Developing skill in expressing myself orally or in writing	2	3	4	3	7	0	3.5	1.4	NA	NA	3.8	4.0	4.1
9. Learning how to find and use resources for answering...	0	1	6	6	6	0	3.9	0.9	NA	NA	3.7	3.9	4.2
10. Developing a clearer understanding of, and...	0	2	3	5	9	0	4.1	1.0	55	56	3.8	4.2	4.1
11. Learning to *analyze* and *critically evaluate* ideas,...	0	2	3	2	12	0	4.3	1.1	57	58	3.8	4.3	4.2
12. Acquiring an interest in learning more by asking my own...	1	2	6	2	8	0	3.7	1.3	NA	NA	3.8	4.1	4.2

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
13. As a rule, I put forth more effort than other students on...	0	1	9	5	4	0	3.6	0.9	50	NA	3.6	3.9	4.1
14. My background prepared me well for this course's requirements.	2	8	3	0	6	0	3.0	1.5	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	4	3	3	1	8	0	3.3	1.7	50	NA	3.3	3.2	3.8
16. As a result of taking this course, I have more positive feelings...	6	1	2	5	5	0	3.1	1.7	38	33	3.9	3.9	4.2
17. Overall, i rate this instructor an excellent teacher.	0	0	6	2	11	0	4.3	0.9	51	51	4.2	4.3	4.4
18. Overall, I rate this course as excellent.	2	2	1	5	9	0	3.9	1.4	50	49	3.9	4.0	4.2

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True
Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes
Discipline code selected on FIF: 3801
Discipline code used for comparison: 3801

IDEA Student Ratings of Instruction

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11–26–2018 – 12–07–2018

Comments: Use the space provided in the text area below for your comments.

- Some thing I enjoyed the most out of this course were the prompts we had as a class, the discussions we had in class, and the books and articles we were assigned to read. I thought both the prompts and the discussions in class were very helpful and informative. it made things easier to understand and very intresting, it made me want to know more about the subject and what we were learning. Things that I did not care for were the critiques we were assigned. I thought there were clear instructions for each of them and the professor provided good examples for them and what we need to do for each of them I just still felt little confused on them and understanding how to argue for the topic brought up. I also thought that class went a little fast sometimes and sometimes the small group I was in was confused on what we should be talking about. I thought he professor was great. he took time to get to know everyone and was very interested in our concerns and tried to do the best he could do to address and try to fix some of the problems and concerns the class had.

- He was very hard to understand. Did not answer questions very well. I did not enjoy this class.

- A good and informative class.

- I felt as if you should not put so much grade emphasis on in class participation because I felt like when I did speak, my ideas were seen as inferior to yours and therefore made me not feel welcome or comfortable to participate. If we are supposed to be open in class, I feel as if the professor should be the same at all times. There are going to be disagreements between beliefs and feelings, however I felt at times the professor was trying to convince a certain agenda or push his own beliefs when this happened.

- The charity measures provided were appreciated. I have never taken a class like this before, so I knew if I messed up on one test or one paper, it would not be an "automatic fail" for the course. The instructor was passionate about teaching philosophy. At times, I did feel that his expectations were to high for his students –given that this is an intro course, and for most, a gen ed core curriculum requirement. In the future he might want to consider taking more time to work through content, post slides before class so students can reference them during lecture –instead of trying to write both PPT and discussion notes at the same time, and remember (and appreciate/respect) that this content can be difficult if you have never done it before and is usually completely foreign to students. He is a good teacher and welcomes feedback. He offers office hours or other hours to meet if needed and reminds student about this. He engages students with in–class discussion. He tries to understand his students and create mutual goals with them. Voting on applied ethics topics was a good way to engage students and to help them apply the material to something they care about.

- Provide more instruction on the critique papers, I struggled with this the most.

- Dr. Shields is very understanding which is a good thing.

- Way too much time is wasted on small group discussion. Many times, I was paired with people that would talk about other things than what we were supposed too be discussing, so the small group discussion did not facilitate my learning. However, I did the extremely fast return on graded assignments. The feedback really helped me continue on other assignments.

Comments: Use the space provided in the text area below for your comments.

- The professor was very nice when it came to charity, but a lot of times when i went into office hours I would leave confused and frustrated because I thought I knew what I was doing but I guess I didn't.