



To learn more, see the Interpretive Guide: [www.theideacenter.org/shortguide.pdf](http://www.theideacenter.org/shortguide.pdf)

Of the 30 students enrolled, 24 responded (80%). 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](http://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 unadjusted (raw) and adjusted 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.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Three objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.2
<b>Overall Ratings</b>		
B. Excellent Teacher	4.5	4.3
C. Excellent Course	4.1	3.6
<b>D. Average of B &amp; C</b>	4.3	4.0
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.4	4.1

<sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup> 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.
<b>Much Higher</b> Highest 10% (63 or higher)										
<b>Higher</b> Next 20% (56-62)	59		56						57	
<b>Similar</b> Middle 40% (45-55)		55		52	53		55			52
<b>Lower</b> Next 20% (38-44)						44				
<b>Much Lower</b> Lowest 10% (37 or lower)										

**Your Converted Average When Compared to Your:**<sup>2</sup>

	Discipline (IDEA Data)	Institution
Raw	55	53
Adj.	51	55
B. Excellent Teacher	54	53
Adj.	51	53
C. Excellent Course	51	47
Adj.	40	45
D. Average of B & C	53	50
Adj.	46	49
Summary Evaluation (Average of A & D)	54	52
Adj.	49	52

**IDEA Discipline used for comparison:**  
 Philosophy





Shields, Kenneth  
PHIL 220-01  
Medical Ethics  
University of Indianapolis  
11-26-2018 -12-07-2018

**Are there any issues in medical ethics that you've come to see differently than you had prior to taking this course? If so, give an example of such an issue, how you previously thought about it, and what you think about it now after taking this course.**

- Honestly, no. I see myself asking more questions and trying to see other view points first and then evaluating my own thoughts by the different reasons and arguments they use to defend why they talk a certain way.
- I think one of the big things that I thought about during this course was focusing on the argument of killing vs. letting die. In my initial judgement I would have said that killing was worse, but after discussion and thought, I see them pretty equally now.
- No.
- I think the euthanasia topics was interesting to learn about because before I really didn't know much about the topic
- the issue of moral luck was presented in class, and it really made me think about how our legal system judges people.
- Abortion being an all-or-none concept
- N/a
- I don't believe that my view has changed on any topics but I have come to see topics as more of a legal or morally issue and making the distinction between these categories.
- I have come to view all of the issues in medical ethics differently than prior to taking this class. The discussions have not changed my beliefs or opinions on these topics, but has expanded my knowledge in the views and arguments from both sides. The class has definitely stretched my perspective and understanding of the opposing side's opinions. Before taking this class, I had a very limited view on the topics we covered, and most of it was biased based on how I was raised. So this class was extremely eye opening in showing me the view points and reasoning behind them. It also stretched me to determine why I believed what I did because there were a lot of great points brought up that I had never considered from the other viewpoints. I am a christian, but our conversations never discussed religion as a reason for having certain views. So, I really enjoyed that all of our discussions were secular and that there are ways to argue for or against topics without bringing religion into the discussion. I really enjoyed this class.
- I used to think philosophy was a lost art and it wasn't necessarily applicable to the world now. My understanding of philosophy was limited to knowing about Socrates and Plato, etc. Now, I understand that ethics and philosophy are relevant to any field or any task really.
- n/a
- N/A

**Are there any issues in medical ethics that you've come to see differently than you had prior to taking this course? If so, give an example of such an issue, how you previously thought about it, and what you think about it now after taking this course.**

- Yes. Our topic discussion on abortion really challenged my thoughts that I had previously. I used to and still believe it should all always be a woman's choice to have her own rights to her body when it comes to abortion, however, I was challenged with the article that was written by Sidney Callahan mentioning all of things I had previously had opinions about.
- I think one of the main things that this course taught me is how to separate emotion from logic. As we reached the end of the semester, I was learning how to separate my personal feelings on abortion and approach arguments with more thinking than going with my gut.
- No.

**List what you would say are some pros and cons of taking this course as a hybrid course rather than as a more traditional 1.5-hour/twice-a-week course.**

- One pro was that we didn't have to come in on Fridays, so I didn't have class on Fridays. A major con was that it felt very rushed at times. Honestly, I would have preferred to have this class twice a week for 1.5 hour. I think if we would have had more time to talk about the articles and more time for group discussion we would have an even better understanding of the material.
- Cons- Less time for discussion. It seems like just as we were finally getting into a discussion, it was time to leave.  
-More room for misinterpretation of articles/theories. Pros- Fits into peoples schedules more easily. -If this was a 2-day a week course only in class then you'd still have to make time for the quizzes in class I'm guessing
- Pros- only having class twice a week is nice. But I feel sometimes we lose some good lecture/discussion when we are not in class. Forums are good, but actual discussions I think do a lot better
- Meeting twice a week is really nice, however the class times could be longer so that we could engage more into the material and have better, longer discussions.
- I think it would be better to meet longer because the class is where we have to discuss a lot and it seems like we never have enough time to get into things.
- I honestly would have preferred is be a normal course as it would allow for more discussion and lecture. the online portion was interesting but i think in class time would be better
- Pros: do not have to meet on Friday and work (forums and responses) outside of class does not take up too much time  
Cons: do not get through enough material to grasp a good understanding of the material
- the pros are the teacher and his flow through the material. Cons are the 2x weekly posts. Should just do all in class and no 1/3 online.
- Some pros I think are that some people are scared to talk in a discussion in the class but are more likely to speak up in a forum online. I felt like we ran out of time in many classes.
- pros: less class time  
cons: more outside work

**List what you would say are some pros and cons of taking this course as a hybrid course rather than as a more traditional 1.5-hour/twice-a-week course.**

- Pros would be it is some online. But there are more cons to this hybrid course. The class is very interesting and there is too much to cover in a 50 min class.
- pro- forced into creating your own perspective and arguing it.con- its nice to talk out the issue with other people and find the flaws in it
- One pro of this course being a hybrid course is that we do not have class on Friday. This has been a blessing because it has freed up my schedule for that day, which has been really nice. Another pro is that we can have online discussions which I think are nice, because I will always do the online discussion assignments, but I very rarely participate in in-class discussions. There really isn't much time for everyone to give their perspectives in class, plus after a good point, there isn't much left for the rest of the class to add to the discussion. So, I really enjoy the online discussion assignments because we are all able to post our thoughts and viewpoints on the topics. The number one con with having a hybrid class is that there is never enough class time for discussion. It seems that we always get into the discussion and learning about the topic, and then we run out of time when it gets really interesting.
- I loved this as a hybrid course. Our class time was used for lecture and discussion, while our homework and reflections were online and due on Friday when we didn't meet for a session. One con to this is during discussion boards online, it is difficult to ask questions without the face-to-face and immediate response.
- n/a
- Pros of taking this course as a hybrid would be the fact that we do not have class one day of the week so the work we have to turn in every week is up to us to do on our own time. Cons of taking this course as a hybrid would be that it is a lot of extra work on top of my already large course load for my major.
- Pros- It isn't 1.5 hours, online work suites many students better, caused less awkward conversations in class when we did forums online, it splits lectures up to where I can really focus on an idea instead of being fidgety in a long classCons- sometimes we did not finish lectures or conversations were interrupted.
- Pros: charity is given to students at the end of the semester, the professor is willing to give quiz points back if you challenged themCons: articles are challenging to understand, quizzes can be challenging -need more explanation
- Discussions were often cut short and it was hard at time to really get into a certain topic due to this.

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

- Kenny does an amazing job of making sure that we are not judging others on our views because we don't know what everyone's been through. He makes sure that we have a very good understanding of the topic before doing a group discussion. You can tell he's eager to teach us these things and that makes going to class more enjoyable. I feel like the course work is appropriate for the class because it really does help us understand the material. I also kind of like writing the critiques!
- Dr. Shields is an excellent professor.
- Enjoyed the course and professor; it is evident he is passionate about his field

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

- At times the class time is rushed and it is difficult to follow along with the material and slides. Having the desk in a circle makes sense: however, it can be difficult to see the board and screen to take notes. I think certain topics like euthanasia and abortion are talked about for prolonged periods of time and if they were shortened, then more topics could be discussed in class.
- I wish that we would have been able to cover more topics. I think that if we are going to learn that many terms and everything at the beginning of the course then there should be a prerequisite rather than taking away from the course itself.
- I have really enjoyed this class. It has definitely challenged me to think more into all these topics and I think will be very relevant as I pursue a future career in medicine. I also really enjoyed this professor and the way he ran the class.
- Dr. Shields is an excellent philosophy professor. I loved his enthusiasm and his ample knowledge for the subjects at hand. The class is lecture heavy sometimes but he always reserves time to open up for discussions. His lectures are never dull. He not only strives for students to succeed in his class but also strives to be a confidant and role model for students.
- n/a
- I really enjoyed this course. Kenny is an amazing professor for Ethics in general. He kept the class entertaining and always made sure to over explain everything so the students knew what each topic was exactly.
- Kenny is a great professor. He is willing to talk to students, interested in them as people, and comes up with great ideas. Despite this being a gen ed class and stereotypically boring, he made it funny and captured our attention through a variety of in class activities. He challenged our thinking without pushing too much into our own personal ideas. Overall, he was awesome and if I wasn't a senior, I would take another class with him.