

# Course Evaluations

## Full Report

Evaluation for 2019 - Winter

Course Code	Instructor	Response Rate (Respondants/Enrolled)
PHILOS 3003	Lougheed, Kirk	52.08 % (25/48)

### 1. Overall for this course, what is your opinion of effectiveness of the instructor as a teacher? (Scale: 1 Very Poor to 10 Excellent)

1 student ( 4% ) said: 1  
 1 student ( 4% ) said: 4  
 1 student ( 4% ) said: 6  
 5 students ( 20% ) said: 7  
 8 students ( 32% ) said: 8  
 2 students ( 8% ) said: 9  
 7 students ( 28% ) said: 10

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Median: 8   Mean: 7.92   StDev: 2.038038272457119   Variance: 4.15

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### 2. The timing and appropriateness of feedback on your progress in this course: (Scale: 1 Very Poor to 5 Excellent)

1 student ( 4% ) said: 1  
 2 students ( 8% ) said: 3  
 11 students ( 44% ) said: 4  
 11 students ( 44% ) said: 5

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Median: 4   Mean: 4.24   StDev: 0.9068627239003708   Variance: 0.82

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### 3. Availability of the instructor for consultation during office hours and appointment: (Scale: 1 Very Poor to 5 Excellent)

1 student ( 4% ) said: 1  
 1 student ( 4% ) said: 2  
 1 student ( 4% ) said: 3  
 7 students ( 28% ) said: 4  
 15 students ( 60% ) said: 5

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Median: 5   Mean: 4.36   StDev: 1.0150862032359615   Variance: 1.03

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### 4. The degree to which the instructor helps to create a climate in which you feel able to ask questions and express your ideas: (Scale: 1 Very Poor to 5 Excellent)

1 student ( 4% ) said: 1  
 1 student ( 4% ) said: 2  
 6 students ( 24% ) said: 4  
 17 students ( 68% ) said: 5

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Median: 5 Mean: 4.48 StDev: 0.9846826900072936 Variance: 0.97

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**5. The quality of the presentation of course content:  
 (Scale: 1 Very Poor to 5 Excellent)**

2 students ( 8% ) said: 1  
 1 student ( 4% ) said: 2  
 3 students ( 12% ) said: 3  
 10 students ( 40% ) said: 4  
 9 students ( 36% ) said: 5

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Median: 4 Mean: 3.92 StDev: 1.163443165779919 Variance: 1.35

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**6. The organization of this course:  
 (Scale: 1 Very Poor to 5 Excellent)**

2 students ( 8% ) said: 1  
 1 student ( 4% ) said: 2  
 5 students ( 20% ) said: 3  
 6 students ( 24% ) said: 4  
 11 students ( 44% ) said: 5

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Median: 4 Mean: 3.92 StDev: 1.2302845199383758 Variance: 1.51

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**7. Please list in the space below two aspects of the course that you found to be valuable:**

- Examples were always provided to make content more clear - A variety of assignments and topics allowed students to excel in the course

- i really like the textbook we used, easy to read and understand concepts

-textbook was useful. IT was clear and concise and used helpful examples and thought experiments. I'd encourage Kirk to stick with that -Kirk was approachable and open to comments and questions. He was also very accommodating to students.

1. Connection of different epistemological theories with each other 2. Professor's willingness to go back and re-explain things when students have questions

1. The lecture slides are very helpful for understanding the materials and revision 2. Professor is very patient and clear on answering questions 3. Course content is very interesting Overall, really enjoyed Kirk's class!

All the course material in lecture were provided on Avenue. Therefore, I was able to listen and make good notes during the lectures. Kirk's feedback on my essays were most helpful. The course was very interesting as well. I got much use out of the course book by Feldman.

Good choice of content, always a comfortable environment in lecture, detailed PP slides for future reference for theory examples

Good outline of several epistemological topics

Kirk has made the field of epistemology both extremely appealing and presents it as a rich field in which much work has both yet to be done, and has been done. I enjoyed the straightforward presentation of current epistemological positions and practice, as well as the presentation of relevant counterarguments, essentially leaving the students with the tools to be able to arrive at their own position upon further study. He answered questions diligently and remained patient when needing to pause the lecture to explain a concept further (via helpful diagrams, very artistically drawn) to students who had asked. I felt that this course was the most respectfully taught - we were treated as peers who were willing to learn - and this helped drastically, especially for those who may have been confused or lagged behind.

Kirk is a tremendously competent instructor who has passion for the course content, but is also very understanding that some students do not grasp the content as easily as he has. Kirk swiftly unpacks complex concepts and presents them clear and concise language allowing for a more comprehensive and informed understanding. Kirk has mentioned that his students often criticise him for 'not giving them the answers' but that is not his job as an epistemology teacher. The onus is on his students to engage with the knowledge he has passed down to us and seek out their own answers from the world. Kirk has gone above and beyond his duty to present us with different theories of knowledge and methods of analysis. Students who payed attention to Kirk are well equipped to handle any epistemic quandary they may face. This has been one of my most enjoyable courses I have taken in my time as a student at McMaster.

Kirk made the course content very clear and interesting, even if you come from a non-philosophy background as I did. He used lots of examples which I really appreciated and would go to the board to explain the more difficult concepts. I also appreciated his flexibility when it comes to course assessments, which made the class very accessible. The material taught was interesting and engaging, and definitely not something I've found in any of my other classes.

Kirk was approachable and accommodating, and did a good job relaying the course content The slides were really helpful

Kirk was very approachable and was always willing to help out when I had questions about the course material or assignments. Kirk was also very detailed in his feedback with assignments, so I always knew what to do for the next upcoming assignment. Lastly, Kirk was generous and always listened to students if they needed extra time on assignments, and would do his best to make accommodations.

lecture the text

Mr. Lougheed provided very clear and well-organized explication of the course material. He explains epistemological concepts in a clear and concise way.

My biggest complaint for this class is that Kirk canceled a lot of classes. I understand class cancellation due to dangerous weather conditions but there is no reason to randomly cancel classes the morning before class. On average we only had 45mins out of a 3 hour week. I did not feel like Kirk was prepared to teach his own lectures. His slides were too wordy and mostly just copies of what was in the text book. Epsitomology is such an interesting topic there was missed opportunity for class discussion and real world examples. With more experience, confidence, and better

organization Kirk could become a better teacher.

Prof Kirk is a great professor who makes a clear effort to resonate with his students and help break down complex ideas. The breakdown of the course is well spread out and creates a natural build-up into the final paper.

textbook is great course slides are clear

The instructor was explicit from the beginning about what the structure of the course would look like. It helped make it seem that there was a general narrative of the course, unlike other courses where topics will seem disconnected (or linked in a non-intuitive way) from each other

The readings The lectures

The slides were helpful, Kirk fostered a positive learning environment

The way Kirk teaches is straightforward and open which makes you understand exactly what we are learning about The course itself was valuable learning something that makes you think twice about knowledge. Also, Kirk was great in teaching, the examples used the way we he would teach the class was great

Very good information on all slides easy to study off of

### **8. Please list in the space below two ways in which the course might be improved:**

- moves way to quickly through the slides, sometimes just skipping them all together -

- Need to slow down when going through slides because it is difficult to take down all the notes during class

-I felt like the assignments could be different. The book is pretty clear, so writing essays asking up to provide expositions about a theory of knowledge or some other concept weren't intellectually stimulating. I think the course would have been more engaging if there were more assignments, but they were shorter and asked us to critique or defend a theory. Of course, we do these in our regular papers, but we also waste time rewording expositions of theories that are already clearly stated, and we only do about 2-3 essays like this throughout the semester. If we were asked to do shorter assignments which asked us to only critique or defend a theory, we could 1. write more essays and therefore write about a broader amount of material, because the essays would be shorter and hence write more frequently, and 2. engage more rigorously with the material, since we're ultimately thinking about it ourselves and not just regurgitating expositions written in the textbook. Dr. Allen introduced an evaluation scheme like this in the Fall 2018 semester for his Foucault course, and I feel like it could have applied well to this course - The class could have had a participation/group activity mark. The course only challenged us with written exams and through writing, which are only a few of many skills meant to be discussed in philosophy. But discussions and in-class group activities let us exercise oral communication and debating, which are also important. Since the class is typically divided into a split of 2 hours and 1 hour, then perhaps the 1-hour class period could be dedicated to a discussion, a debate between two-designated groups, or we could be divided up into groups and be asked to answer a series of prepared questions to be handed in at the end of the class. And then the 2-hour sessions can be dedicated to lecturing. -I feel like these assignments, both the short papers and the in-class work/discussions would have made the course a lot funner, we could have developed a wider variety of skills, and would encourage students to be more enthusiastic about the material.

1. It might be even more helpful for understanding the course materials if the lectures slides can be made available before the lecture 2. The classroom is a bit too small for the class size (but this is not really related to the quality of this course)

1. Uploading of lecture slides before lectures, makes it easier to follow along in class 2. Taking full use of class time more often. This will allow for a more in depth discussion about lecture topics and will help cover any missed classes.

a tutorial

I do not see any way that this course might be improved. Kirk knows what he is doing.

I think it would help to be periodically tested on course content, even if it may not be for grades. I found the little review session sheet before the midterm very useful in helping to orient myself in all the course content. It is this experience that makes me think that if we had more of those sheets throughout the term, it would improve grade outcomes for myself and I feel I would have had a more better handle on the material.

I wish that there had been more assessments throughout the course (quizzes for example) that could keep me on top of the material and also help me understand the key-takeaways from each lecture. I also wish that for the final essay, we could have had the opportunity to submit a draft for some feedback and then the final paper. This could have especially helped me as I had never written a philosophy essay before.

It would be more helpful if Kirk could rely less on reading off of his slides in order to explain the content - there were times where he would present or explain certain concepts without relying on the slides, but this was minimal.

Lecture for more than 2 hours when we have three hours of class scheduled Start lecture on time and don't read off the slides

Lectures consisted of direct reading off slides rather than providing added insight. Our room was terrible, the registrar needs to lower the maximum capacity of that room (ABB 162).

Maybe a little bit more variety, class was always the same - can get boring

More videos or links to videos that may be helpful in describing concepts. In other philosophy courses, I have found it helpful when profs utilize this sort of multimedia in order to aid the teaching process.

Mr. Lougheed would often end classes early. Maybe the extra time could be filled by providing discussion questions, group activities, or some other discourse-based activity.

NA

Nothing to improve. Kirk has got it right and knows what the students need in order for them (us) to succeed.

Nothing, other than the classroom

Prefer weekly assignments to get to know all types of theories of knowledge smaller more consistent essay assignments

### Presentation of the lecture

The material was not very comprehensive, and could be summarized by the textbook quite easily  
The classroom was the absolute worst and no one should have to teach or learn in that hellhole

The only improvement I can think of is perhaps that the lecturing pace can be adjusted to allow for students to take notes, or that the slides not contain as much information, leaving students to write down what they themselves think are salient points. (Though, I understand that this may be a difficulty especially when dealing directly with the layout of a philosopher's arguments) A suggestion: Not to post slides on Avenue altogether, and instead post a number of 'Guiding questions' for each unit for the student to be able to digest what they are reading on their own time, and thus are able to arrive at lecture with a general grasp on what they are about to learn. This method had been used successfully in my previous classes, and I personally believe that they helped me learn the most.

The thing I liked about this class was the feedback. I found the feedback on my assignments helpful and applicable to what I actual wrote.

## Kirk Lougheed

(1-SEP-2019)PHIL101A/PHIL201A:Introduction to Ethics --- 15 Respondents

### Scored Results

**3.15** How often did you attend class?

I rarely or never attended this class; I sometimes attended the classes; I attended most classes; I attended every or almost every class

**3.91** How satisfied were you with your effort in the course?

Very dissatisfied; Not very satisfied; Neutral; Satisfied; Very satisfied

**3.69** How would you rate the overall effectiveness of this course or lab?

Very Ineffective; Ineffective; Neutral; Effective; Very Effective

**3.75** Overall, this instructor's teaching was effective.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.89** The course (or section) developed my abilities and skills for the subject.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.86** The course (or section) work (e.g. readings, labs, lectures, and/or assignments) helped me understand concepts more clearly.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.40** The instructor encouraged student questions and participation.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.86** The instructor presented content in an organized manner.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.20** The instructor provided clear, timely, and constructive feedback.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.58** The instructor was helpful when I had difficulties or questions.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**1.82** Was this a required course?

Yes; No

## **Strengths**

Dr. Lougheed prepared slides that greatly helped me when studying. In class he encouraged participation and kept it interesting.

Flexibility

Good

Great lectures and good review questions

I really enjoyed the subject material of this course, I feel the instructor could us some improvement in his delivery though.

Really intriguing content, Broad scope of content, Good presentation

The lecture and notes

Touches on ethical situations people should know about and present arguments for both sides so you can make informed choices

interesting content

powerpoints, presentation of information

studying on my own time and having the powerpoints

the content itself was extremely interesting, however the way it was taught / presented was extremely ineffective

very helpful instructor, available during office hours and received constructive criticism

## **Areas for Improvement**

Be more energetic as if you really like what youre doing but hes chill and really nice!

During the first midterm I believe there was confusion about what was going to be tested. Most students thought it was just on metaphysical theories because that was what was in the review slides on moodle.

First part of course seemed a bit disjointed I didn't understand how it tied together. And class was a bit shy but that is probably to be expected due to some of the content.

Have discussions in groups about topics not all lecture led classes have a few Reading response assignments added to reduce percentage of mid term and final easier for student to see where they need improvement and possibly help them improve mark before final exam

I feel that there should have been less material covered and more class discussion around each topic. Small group projects or presentation may have been helpful to foster more interest and understanding. The instructor seemed a bit indifferent to the material that was being taught. This may have been because he wanted to maintain a neutral stance while teaching, but it came across as indifference to the material. I think this made his teachings a bit boring and caused the students to take less interest.

Its ok

More opportunities to earn marks

The instructor should be more clear about his evaluation criteria

The professor could post his presentation before hand so students may come to class prepared instead of having to read long articles/chapters in the books it would be very helpful

better criteria for assignments, better organization for content used in class

the instructor needs to be more interactive versus reading directly off a powerpoint. The class was extremely disengaging

the review questions could be handed out at beginning of each week so that during the lectures it could be used as a guide for understanding each

article and would perhaps engage discussion on the subjects

the teacher was not very clear about the topics and did not always seem like he knew what he was talking about. he needs to explain the topics more in depth for his students to have a better understanding of the course

## Kirk Lougheed

(1-SEP-2019)PHIL101B/PHIL201B:Introduction to Ethics --- 17 Respondents

### Scored Results

**3.56** How often did you attend class?

I rarely or never attended this class; I sometimes attended the classes; I attended most classes; I attended every or almost every class

**3.96** How satisfied were you with your effort in the course?

Very dissatisfied; Not very satisfied; Neutral; Satisfied; Very satisfied

**3.40** How would you rate the overall effectiveness of this course or lab?

Very Ineffective; Ineffective; Neutral; Effective; Very Effective

**3.33** Overall, this instructor's teaching was effective.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.89** The course (or section) developed my abilities and skills for the subject.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.91** The course (or section) work (e.g. readings, labs, lectures, and/or assignments) helped me understand concepts more clearly.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.42** The instructor encouraged student questions and participation.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.85** The instructor presented content in an organized manner.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.13** The instructor provided clear, timely, and constructive feedback.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.25** The instructor was helpful when I had difficulties or questions.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**1.79** Was this a required course?

Yes; No

## **Strengths**

Dr Loungheed (not sure how to spell it) is a great person and he is super funny at times. He made the slides easy to follow and provided us with great readings and documents to help us learn.

I found it very interesting

Increase knowledge and improved skills in Philosophy

The Strength of the class is the reliance of the main material and is good at getting the student to know exactly what they need to know for there exams.

The concepts were deconstructed well by the professor

The information was presented in a structured and easy to follow manner and the assignments allowed for a better understanding of the material.

The powerpoint were really helpful because they made the texts that we had to read easier to understand.

The readings were topical and informative, slides were to-the-point

The topics discussed were interesting

good topics

on Fridays he gave us essay questions that we used to sum up the weeks lectures

readings and slides

## **Areas for Improvement**

A clear marking criteria for the papers and guidelines for structure; more opportunities for evaluation and review (ex., online quizzes); clearer guides for exams (ex., include sample topics for the essay portion); PowerPoints could be more interesting (ex., different backgrounds, add images, video examples, etc.); more comprehensive review than just a worksheet every few weeks (ex., Kahoot! review); higher word count on papers; feedback could be more explanatory

Could be made a little more fun/interactive. Sometimes got a little boring sitting there so I would zone out, but if it was more interactive I think I would be able to take a lot more away from this course than I actually did.

Dr. L mainly reads directly off the slides. Because of this, I didn't attend many classes and just read the slides from home.

His notes were very disorganized and very hard to follow, would recommend adjusting your bullet points to make it more clear, he read straight off of the slides and went really fast so it was hard to take notes, would be better if he posted notes ahead of class so we could bring them to class and add to them as needed, didn't teach us how to write a proper philosophy paper until after the midterm which I feel like should be a part of the into to ethics course, he spoke to us as if I had a philosophy background so it was really hard to understand, he often had spelling mistakes on slides and practice questions which made it more confusing

I am satisfied in class

I did not like that we had to buy two expensive textbooks. For students that is really hard to do. The teacher just reads off the slides. He marks incredibly hard for an introductory course for Philosophy. He doesnt give a lot of availability to come and see him. He doesnt clarify enough and doesnt give straightforward answers

It was very difficult to take notes effectively and I found that I spent most of my time trying to keep up with the slides rather than focusing on the information being presented.

More classroom participation

Nothing

Please go slower when going through the slides, it was really hard to keep up with note taking (especially because the notes weren't posted until

after we had finished going through the slides in class) and at times I just stopped taking notes altogether because I couldn't keep up.

The Professor talks very quietly and is always monotone. I feel that coming in from a high energy class before hand this class puts me to sleep almost every class. His monotone teaching does not help students to get into actively participating in class discussions and actually mostly supported independent work more.

The course was uninteresting and was taught very poorly. The prof read straight from the slides and did not engage the class at all. I dreaded coming to class. Most students stopped showing up

more hands on or discussion, or create ways to make the course more interesting

more insight in the thoughts of the instructor and students about their thinking on the different issues

## Kirk Lougheed

### (1-SEP-2019)PHIL102A/PHIL202A:Introduction to Philosophy --- 21 Respondents

#### Scored Results

**3.69** How often did you attend class?

I rarely or never attended this class; I sometimes attended the classes; I attended most classes; I attended every or almost every class

**3.96** How satisfied were you with your effort in the course?

Very dissatisfied; Not very satisfied; Neutral; Satisfied; Very satisfied

**3.56** How would you rate the overall effectiveness of this course or lab?

Very Ineffective; Ineffective; Neutral; Effective; Very Effective

**3.58** Overall, this instructor's teaching was effective.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.69** The course (or section) developed my abilities and skills for the subject.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.75** The course (or section) work (e.g. readings, labs, lectures, and/or assignments) helped me understand concepts more clearly.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.56** The instructor encouraged student questions and participation.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.92** The instructor presented content in an organized manner.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.75** The instructor provided clear, timely, and constructive feedback.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.57** The instructor was helpful when I had difficulties or questions.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**1.80** Was this a required course?

Yes; No

## **Strengths**

Being exchange student, English is not my first language, the class scared me at the first, but the teacher taught me to discuss improbable subjects.

Good introduction into philosophy

I am very interested in the subject material of this course. The videos and debated that we viewed were very helpful with understanding concepts.

I appreciated that Professor Lougheed presented topics and ideas in a balanced manner, encouraging discussion of ideas as opposed to pressing one viewpoint. All this was done while giving a solid overview of the subject matter.

I consider that having sectioned notes was effective in this class.

I identify the clear, concise presentation of the philosopher's arguments to be very effective.

Lecture

Not much

Organization and clarification of presentations

Organization of material and practice

Teacher knows his information

The Professor was very good at explaining the subjects.

The content

The examples on how the exam and essays will be was helpful

The powerpoints were very organized

The prof was able to communicate and elaborate when asked to clarify any questions and explained things in his own words and manner. The review guides before tests were also very helpful

The professor taught the course in an unbiased manner.

The slides were able to give some information but it really made you read the text if you wanted a good mark which means you gained a better understanding.

The textbook

Unbiased and well presented assesment of the arguments studied.

Very clear expectations, useful slides. Plenty of review in class

## **Areas for Improvement**

Dont mark so hard, change up teaching style, dont be boring, dont answer questions by saying we will cover that later than proceed to rush through the entire chapter in 1 day ,

Encouragement of participation

Get class more engaged, ask us more questions, a little more energy is needed. Though the instructor was polite and Great as a person, the teaching aspect can really be improved by more engaging notes and lectures

Give small projects or quizzes so we have more opportunities to gain marks

Have a bit more participation with the students

He should spend more time proofreading his slides.

I can not help.

I don't know

I feel that more class participation could have been highly beneficial. Possibly small group projects and/or presentations could help with this. In an attempt to remain neutral in his teachings, the professor come across as indifferent in his lectures. I think the lectures would have sparked more student interest if the professor came across as more passionate about the subject material.

I think the course could be improved with some assignments.

Less theories

Less topics and instead increase the depth on topics

Maybe focus a little more in logic and argumentation. Also, have a sort of quiz after a certain subject is finished.

More assignments so the final isnt worth a lot

Nothing

Receiving feedback, marks, and assignments in a more timely manner.

The course could have a few more resources for understanding the arguments presented.

There was a lot of material in the slides which we sometimes moved through too quickly to succinctly take notes. It might be better to have less information to look at on the screen that can be expanded in the lecture.

This course needed more discussion work, and needed an exam rather than argumentative papers.

Using more images and diagrams rather than reading off the screen. And maybe using more examples and short videos would help too.

n/a

## Kirk Lougheed

### (1-SEP-2019)PHIL102B/PHIL202B:Introduction to Philosophy --- 18 Respondents

#### Scored Results

##### 3.60 How often did you attend class?

I rarely or never attended this class; I sometimes attended the classes; I attended most classes; I attended every or almost every class

##### 3.64 How satisfied were you with your effort in the course?

Very dissatisfied; Not very satisfied; Neutral; Satisfied; Very satisfied

##### 3.28 How would you rate the overall effectiveness of this course or lab?

Very Ineffective; Ineffective; Neutral; Effective; Very Effective

##### 3.10 Overall, this instructor's teaching was effective.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

##### 3.50 The course (or section) developed my abilities and skills for the subject.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

##### 3.30 The course (or section) work (e.g. readings, labs, lectures, and/or assignments) helped me understand concepts more clearly.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

##### 3.30 The instructor encouraged student questions and participation.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.36** The instructor presented content in an organized manner.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**3.00** The instructor provided clear, timely, and constructive feedback.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**2.83** The instructor was helpful when I had difficulties or questions.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**1.81** Was this a required course?

Yes; No

## **Strengths**

Assignments

Knew content

Knew the content

N/A

Not too many tests or assignments to overwhelm students

Providing textbooks readings that directly connect to the notes and slides presented in the following class allowed a better and deeper understanding whilst highlighting the main points effectively.

The extra credit.

The fact that we had a smaller class size was nice, there was more opportunity for discussion. Also, our professor organized his lecture notes in a good way- splitting the entire concepts into multiple parts.

The readings and assignments

a strength would be that the students are given a fair amount of time to complete an assignment or essay take-home

easy going, light course work

good content

interesting

it provides new ways of thinking and introduces new ideas

the concept of philosophy is very eye opening

### **Areas for Improvement**

Did not know how to explain the content to the students but also for assignments do not give word counts because its harder for students to produce what we are trying to say because word count gave a lot of people worse marks then they could have gotten.

For me personally, the course could be improved by more hands on and interactive discovery through group projects and/or individual research to allow the student to better understand their preferred area of study in regard to the entirety of the PHIL 102 course.

He knew the content but didnt know how to properly explain the content in an exciting and effective way to keep it interesting. I found myself struggling to pay attention and lose interest because of this. Should give attendance mark to help boost student participation in class.

Less lecture material

More lengthy assignments, other than that - everything was well done!

N/A

Not helpful available study tools. slides are not descriptive at all making it hard to understand concepts. Lectures are not very clearly explained

Sometimes, it was quite difficult to pay attention because the material was quite dense.

The classroom squeaks. It is constant. This squeak is 90% of the reason for my attendance being lower than my other classes. Please fix this squeak. I will drop a class next semester if it is in this classroom. Also a couple short, planned, quizzes would be nice so our grade does not rely on 4 marks.

answer the students questions more often. and make better guide lines for the midterms

could be a little more active

teacher must explain concepts better and in more, must encourage student participation

teacher was knowledgeable but not clear enough in his teaching, being his first year perhaps just jitters

the grading for this course (100 level) is not accurate. I get that there's a lot of room for subjectivity in a philosophy course but in my opinion I would argue that the grading was harsh. considering that I'm getting 90s and above in all my 300 level courses. Bottom line is that for an introductory course I would prefer the instructor being less critical with his grading.

the ideas are fairly useless. students are unable to relate to the concepts. nobody really learned anything or gained any knowledge from this course, just memorized what some philosophers believed. this course didn't exactly provide any opportunity to have an effect on your own thinking and ways of life.