

PHIL 2303 (05): Critical Thinking

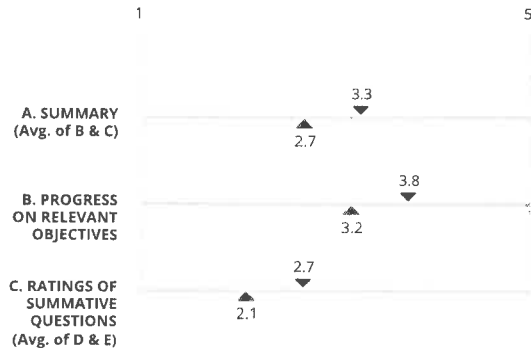
Fall 2021 | Thomas Brommage | Course CIP Code: 38.0101

36 | Students Enrolled
 12 | Students Responded
 33.33% | Response Rate

Summative

▼ | Adjusted
 ▲ | Raw
 [] | 3 Point Plus/Minus

Your Average Scores
 5 Point Scale



Your Overall Mean Ratings
 5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	2.1	2.6
E. Excellent Course	2.1	2.8

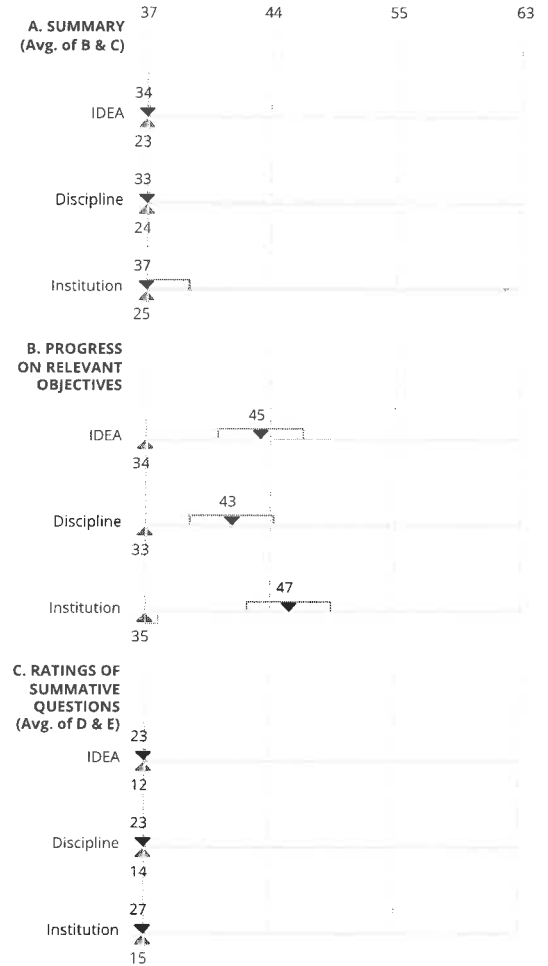
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	11	20
Discipline	11	19
Institution	14	24
E. Excellent Course		
IDEA	13	25
Discipline	16	26
Institution	15	29

Converted Average Buckets
 Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Converted Average									
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	3	3.5	33	25	26	37	28	38	28	40
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.7	3.3	50	17	29	40	26	36	30	42
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.2	4	17	33	32	47	35	47	33	48
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	2.8	3.5	42	17	23	38	31	42	25	40
Acquiring skills in working with others as a member of a team	M	2.3	3	58	17	26	37	38	47	29	41
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.1	3.1	75	17	27	41	31	44	25	41
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.3	2.9	58	17	27	37	27	36	28	38
Developing skill in expressing myself orally or in writing	M	2.8	3.6	42	17	32	46	32	45	31	46
Learning how to find, evaluate, and use resources to explore a topic in depth	M	2.4	3	67	17	22	33	28	38	26	38
Developing ethical reasoning and/or ethical decision making	M	2.8	3.6	33	17	34	46	27	39	35	48
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	3.3	3.9	25	50	38	48	34	44	40	50
Learning to apply knowledge and skills to benefit others or serve the public good	M	3	4	42	33	33	50	36	50	36	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.3	2.6	67	17	26	31	40	45	29	35

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.8	60	63	60
Difficulty of subject matter	4.3	68	68	69

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.6	42	44	42
I really wanted to take this course regardless of who taught it.	2.6	26	33	30
When this course began I believed I could master its content.	3.6	41	47	42
My background prepared me well for this course's requirements.	2.1	14	27	19

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3	42% (1 or 2) 42% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.3	25% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	2.1	75% (1 or 2) 17% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	2.7	50% (1 or 2) 33% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	2	67% (1 or 2) 8% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.4	42% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.8	17% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	2.7	50% (1 or 2) 25% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	3.8	17% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	2.7	42% (1 or 2) 33% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	3.4	25% (1 or 2) 58% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	25% (3)	16.67% (2)	33.33% (4)	16.67% (2)	8.33% (1)	12	0	1.25	2.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	41.67% (5)	8.33% (1)	16.67% (2)	33.33% (4)	12	0	1.32	3.42
Encouraged students to reflect on and evaluate what they have learned	8.33% (1)	8.33% (1)	16.67% (2)	33.33% (4)	33.33% (4)	12	0	1.23	3.75
Demonstrated the importance and significance of the subject matter	16.67% (2)	25% (3)	16.67% (2)	25% (3)	16.67% (2)	12	0	1.35	3
Formed teams or groups to facilitate learning	16.67% (2)	16.67% (2)	16.67% (2)	33.33% (4)	16.67% (2)	12	0	1.34	3.17
Made it clear how each topic fit into the course	8.33% (1)	16.67% (2)	25% (3)	33.33% (4)	16.67% (2)	12	0	1.18	3.33
Provided meaningful feedback on students' academic performance	41.67% (5)	8.33% (1)	25% (3)	8.33% (1)	16.67% (2)	12	0	1.5	2.5
Stimulated students to intellectual effort beyond that required by most courses	33.33% (4)	16.67% (2)	25% (3)	0% (0)	25% (3)	12	0	1.55	2.67
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	33.33% (4)	25% (3)	25% (3)	0% (0)	16.67% (2)	12	0	1.38	2.42
Explained course material clearly and concisely	50% (6)	25% (3)	8.33% (1)	0% (0)	16.67% (2)	12	0	1.44	2.08

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	16.67% (2)	16.67% (2)	41.67% (5)	25% (3)	12	0	1.01	3.75
Created opportunities for students to apply course content outside the classroom	33.33% (4)	8.33% (1)	25% (3)	25% (3)	8.33% (1)	12	0	1.37	2.67
Introduced stimulating ideas about the subject	33.33% (4)	16.67% (2)	16.67% (2)	16.67% (2)	16.67% (2)	12	0	1.49	2.67
Involved students in hands-on projects such as research, case studies, or real life activities	41.67% (5)	25% (3)	16.67% (2)	8.33% (1)	8.33% (1)	12	0	1.28	2.17
Inspired students to set and achieve goals which really challenged them	50% (6)	16.67% (2)	25% (3)	0% (0)	8.33% (1)	12	0	1.22	2
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	8.33% (1)	25% (3)	0% (0)	41.67% (5)	25% (3)	12	0	1.32	3.5
Asked students to help each other understand ideas or concepts	8.33% (1)	16.67% (2)	16.67% (2)	25% (3)	33.33% (4)	12	0	1.32	3.58
Gave projects, tests, or assignments that required original or creative thinking	16.67% (2)	8.33% (1)	16.67% (2)	33.33% (4)	25% (3)	12	0	1.38	3.42
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	25% (3)	16.67% (2)	25% (3)	16.67% (2)	16.67% (2)	12	0	1.4	2.83

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	8.33% (1)	25% (3)	41.67% (5)	8.33% (1)	16.67% (2)	12	0	1.15	3
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	8.33% (1)	41.67% (5)	33.33% (4)	8.33% (1)	8.33% (1)	12	0	1.03	2.67
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	8.33% (1)	8.33% (1)	50% (6)	25% (3)	8.33% (1)	12	0	0.99	3.17
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	16.67% (2)	25% (3)	41.67% (5)	0% (0)	16.67% (2)	12	0	1.23	2.75
Acquiring skills in working with others as a member of a team	33.33% (4)	25% (3)	25% (3)	8.33% (1)	8.33% (1)	12	0	1.25	2.33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	41.67% (5)	33.33% (4)	8.33% (1)	8.33% (1)	8.33% (1)	12	0	1.26	2.08
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	33.33% (4)	25% (3)	25% (3)	8.33% (1)	8.33% (1)	12	0	1.25	2.33
Developing skill in expressing myself orally or in writing	8.33% (1)	33.33% (4)	41.67% (5)	8.33% (1)	8.33% (1)	12	0	1.01	2.75
Learning how to find, evaluate, and use resources to explore a topic in depth	16.67% (2)	50% (6)	16.67% (2)	8.33% (1)	8.33% (1)	12	0	1.11	2.42
Developing ethical reasoning and/or ethical decision making	16.67% (2)	16.67% (2)	50% (6)	0% (0)	16.67% (2)	12	0	1.21	2.83
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	8.33% (1)	16.67% (2)	25% (3)	33.33% (4)	16.67% (2)	12	0	1.18	3.33
Learning to apply knowledge and skills to benefit others or serve the public good	8.33% (1)	33.33% (4)	25% (3)	16.67% (2)	16.67% (2)	12	0	1.22	3
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	33.33% (4)	33.33% (4)	16.67% (2)	0% (0)	16.67% (2)	12	0	1.37	2.33
<i>The Course:</i> On the next two items, compare this course with others you have taken at this institution.	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	41.67% (5)	33.33% (4)	25% (3)	12	0	0.8	3.83
Difficulty of subject matter	0% (0)	0% (0)	8.33% (1)	50% (6)	41.67% (5)	12	0	0.62	4.33
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	58.33% (7)	25% (3)	16.67% (2)	12	0	0.76	3.58
I really wanted to take this course regardless of who taught it.	33.33% (4)	8.33% (1)	33.33% (4)	16.67% (2)	8.33% (1)	12	0	1.32	2.58
When this course began I believed I could master its content.	8.33% (1)	0% (0)	33.33% (4)	41.67% (5)	16.67% (2)	12	0	1.04	3.58
My background prepared me well for this course's requirements.	33.33% (4)	25% (3)	41.67% (5)	0% (0)	0% (0)	12	0	0.86	2.08
Overall, I rate this instructor an excellent teacher.	50% (6)	16.67% (2)	16.67% (2)	8.33% (1)	8.33% (1)	12	0	1.32	2.08
Overall, I rate this course as excellent.	50% (6)	16.67% (2)	16.67% (2)	8.33% (1)	8.33% (1)	12	0	1.32	2.08
<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	1 = Hardly Ever	2 = Occasionally	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	8.33% (1)	25% (3)	8.33% (1)	8.33% (1)	50% (6)	12	0	1.49	3.67
The tools in this course were easy to use (discussions, blogs, email, etc.).	16.67% (2)	8.33% (1)	16.67% (2)	16.67% (2)	41.67% (5)	12	0	1.5	3.58
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	8.33% (1)	0% (0)	25% (3)	33.33% (4)	33.33% (4)	12	0	1.14	3.83
I was able to access my online course 24x7.	0% (0)	8.33% (1)	16.67% (2)	8.33% (1)	66.67% (8)	12	0	1.03	4.33
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	8.33% (1)	8.33% (1)	25% (3)	58.33% (7)	12	0	0.94	4.33
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	8.33% (1)	8.33% (1)	25% (3)	58.33% (7)	12	0	0.94	4.33
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	8.33% (1)	8.33% (1)	25% (3)	58.33% (7)	12	0	0.94	4.33

Qualitative

Comments -

- Since I can think of literally one thing negative about this class I will start with that. I understand that the wiki was trying something new, but I think it was pretty unsuccessful. It is unfairly weighted to those who start their work at the beginning of the week. I can say this with full positivity being somebody that goes in at 11:59 on Saturday night doing the wikis. By the time I started them all I could do was fix grammatical errors, delete multiples, and add a point that 20-30 people had missed somehow before me. Even if there are arguments to be made that they don't have to add it all or the comment of substantive information. I think it was a great attempt, but I did not enjoy it. I really hate that everyone hated the professor because of the content. I was super anxious to take this course because all I have heard about philosophy was how hard it is. I was scared of failing the course. However, Professor Brommage has been my favorite professor at Sam Houston so far and I graduate in the summer. He really took the time to explain hard concepts and took on a difficult class. He was also really great at explaining in different ways so that the textbook was one way and his lectures were two different examples. I really enjoyed the discussion boards and I actively checked during the day to see responses. I have never been a student like that before. I dropped out of the GroupMe because so many people were complaining about his class and how terrible he was, but I have had some bad professors at Sam Houston and he definitely does not compare. I felt challenged and interested enough in the topic that discussing it with the professor on the discussion boards always left some really interesting questions and thoughts. All in all I really appreciate Professor Brommage creating such an achievable class out of a difficult study.
- Overall, the class and teaching were fine, I do believe he needs to write down his thoughts before he gives a presentation though, he hesitates a lot and says "um" every three words which was extremely distracting. <https://stevendcohen.net/cant-stop-saying-um-or-uh-youre-not-alone/> The other problem with this class was the wiki assignments, we were expected to participate fully but unless we got to it first there wasn't a lot of room to work. Having 20 to 30 students do a wiki is ridiculous. A lot of people dropped this class because of the way it was run. There was no feedback on the wiki assignments at all. No one knew whether we did them correctly or not which was a waste of time if they were not going to be graded/reviewed for accuracy. This made the test portion of the class a lot harder because those were supposed to prepare us for the short answer section. The discussion portion for this class was better, although a lot of students were marked off for not giving substantive posts. This would have been better served if it were done as a review of whatever we had read or learned about that particular unit. It was hard to come up with things that were acceptable to this professor.
- There was significant struggles within the class in the assigned Wiki group work as well as the discussion boards. Both were weekly assignments and the class as a whole found these difficult to understand what was expected as well as how to succeed at them. I did see class members being frustrated and short with Professor Brommage, and in return he was not helpful in resolving the confusion and overwhelm. Professor Brommage was condescending and made this course more challenging by his interactions with the class. He seemed irritated most of the semester. I'm sure the class attitude played into it; it was seemingly a vicious cycle of disrespect/unhelpfulness between most of the students and him. This was sadly my least favorite class (out of 5 in total) this semester for me. The class content was challenging and I hoped to master it better than I did. I know these concepts are important to take with me into my future career field, yet I did not gain what I needed. The overall class experience was tainted by the volatile temperature between the professor and the students. I will be avoiding further classes taught by Professor Brommage.
- He has a god complex and grades the work extremely late. If you have a question he is rude and at times disrespectful.
- Encouraged students to interact with each other and participate as a group. When students had questions or didn't understand something though, his replies often felt snarky and rude. Lectures could be hard to follow and most of the class really felt like we didn't know what was going on no matter how much we studied.
- When I set out to do this course evaluation, I was cognizant of the fact that at times this class was frustrating. I know many in my class may have taken their personal feelings towards the professor and placed them on the actual content of the class, but they are separate and I tried to be as unbiased as I could in my responses. The content of this course was set up nicely, and for online it was easy to navigate. I have no issues with the content of the course. At times Professor Brommage may have come off a bit cold, or condescending in some responses to students, but at the same time this class is online and there are no tone indicators to prove he was really trying to be rude. I wanted to make it known that just because a professor can come off as rude, does not mean that the whole course was awful, as I am sure some have said. I would take the class again, I have no issues with the content and in general no hard feelings for the professor.
- I felt that students were not treated with consideration. This course is writing enhanced but it seemed more like if it was not the instructors opinion, then it was not valid. I was told many times no matter how much I wrote that what I said was substantive. No matter how confused or lost my peers and I were he never made it clear what the objective was and a lot of the assignments, particularly the wikis, showed no clear indication of how it would help us in furthering our education. The wiki's were honestly confusing and overall a waste of time when we could have had more in depth projects or other assignments that would have been better. The professor overall was a bit unapproachable when it came to asking for help, it seemed like he was frustrated as to why we would even have questions. Overall, it was not a great experience and I even feel like I did not learn a lot. I do not see how a class that has discussion boards graded based on the instructors opinion rather than the content is helpful by any means

What technology features in this course contributed to a good online learning experience? -

- The wikis were extremely stupid and a waste of time. We should have individual wikis and not group wikis.
- Video lectures did not always load and stream as needed.