

PHIL 3372 (04): Philosophy of Science

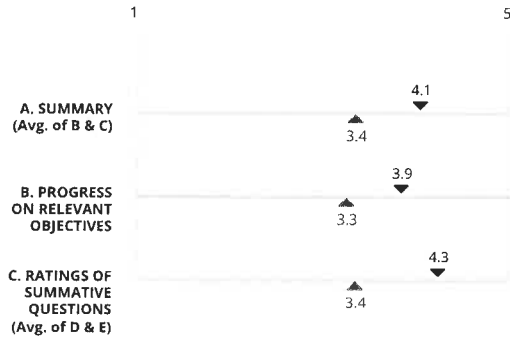
Fall 2021 | Thomas Brommage | Course CIP Code: 38.0101

30 | Students Enrolled
 10 | 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	3.8	4.5
E. Excellent Course	3	4

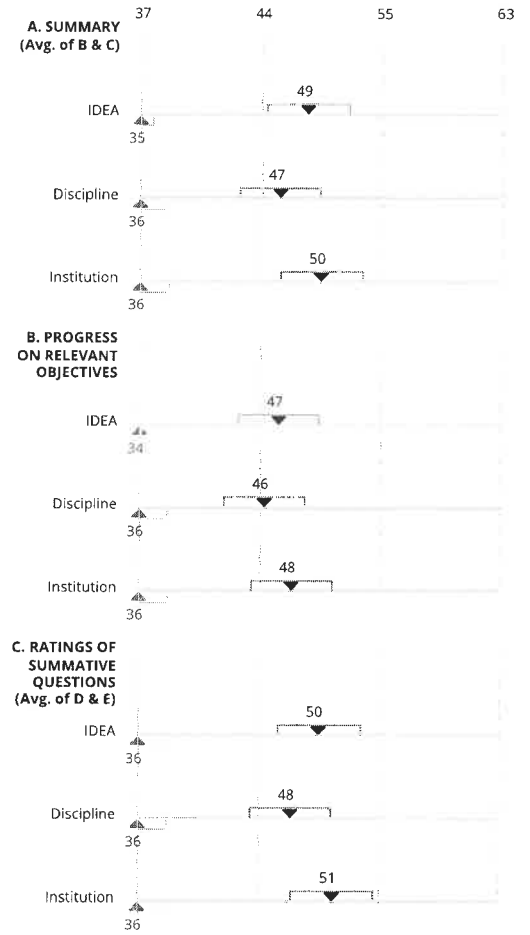
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	41	53
Discipline	41	51
Institution	42	54
E. Excellent Course		
IDEA	30	47
Discipline	31	44
Institution	30	47

Converted Average Buckets
Based on a Bell Curve

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

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	2.7	3.1	50	30	19	28	22	30	23	33
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.9	3.6	40	30	33	44	29	40	33	46
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	3.3	4	40	50	34	49	37	49	36	49
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.4	4.2	40	50	36	53	41	53	36	52
Acquiring skills in working with others as a member of a team	M	3.5	4.3	30	60	44	56	52	60	45	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.5	4.9	30	60	47	67	50	65	44	62
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.2	3.8	40	50	41	51	40	49	40	50
Developing skill in expressing myself orally or in writing	I	3.7	4.6	30	60	47	62	48	60	46	60
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.3	3.9	40	50	38	50	42	51	40	51
Developing ethical reasoning and/or ethical decision making	M	3.6	4.4	30	60	46	58	41	51	46	58
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	3.3	3.7	40	50	38	45	34	40	39	47
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.5	4.6	30	60	42	60	44	57	43	59
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.6	3.7	30	60	46	48	55	56	47	49

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.7	58	61	57
Difficulty of subject matter	4.9	79	79	79

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.1	59	58	56
I really wanted to take this course regardless of who taught it.	2.2	18	26	23
When this course began I believed I could master its content.	3.1	28	37	32
My background prepared me well for this course's requirements.	2.6	25	36	28

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.3	10% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.9	20% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.2	30% (1 or 2) 40% (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	3.8	20% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.3	20% (1 or 2) 80% (4 or 5)	You employed the method more 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)	4.2	10% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.2	10% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.2	10% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.2	20% (1 or 2) 80% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	3.6	20% (1 or 2) 70% (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	3.1	20% (1 or 2) 30% (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
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.4	10% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.6	10% (1 or 2) 90% (4 or 5)	You employed the method more 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	0% (0)	10% (1)	20% (2)	10% (1)	60% (6)	10	0	1.08	4.2
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	10% (1)	20% (2)	10% (1)	60% (6)	10	0	1.08	4.2
Encouraged students to reflect on and evaluate what they have learned	0% (0)	10% (1)	10% (1)	30% (3)	50% (5)	10	0	0.98	4.2
Demonstrated the importance and significance of the subject matter	0% (0)	10% (1)	10% (1)	20% (2)	60% (6)	10	0	1	4.3
Formed teams or groups to facilitate learning	40% (4)	0% (0)	20% (2)	0% (0)	40% (4)	10	0	1.79	3
Made it clear how each topic fit into the course	0% (0)	20% (2)	10% (1)	30% (3)	40% (4)	10	0	1.14	3.9
Provided meaningful feedback on students' academic performance	0% (0)	10% (1)	0% (0)	50% (5)	40% (4)	10	0	0.87	4.2
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	20% (2)	0% (0)	20% (2)	60% (6)	10	0	1.17	4.2
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	10% (1)	0% (0)	30% (3)	60% (6)	10	0	0.92	4.4
Explained course material clearly and concisely	20% (2)	10% (1)	30% (3)	10% (1)	30% (3)	10	0	1.47	3.2
<i>The Instructor:</i>									
Related course material to real life situations	10% (1)	10% (1)	10% (1)	50% (5)	20% (2)	10	0	1.2	3.6
Created opportunities for students to apply course content outside the classroom	20% (2)	0% (0)	50% (5)	10% (1)	20% (2)	10	0	1.3	3.1
Introduced stimulating ideas about the subject	10% (1)	10% (1)	10% (1)	30% (3)	40% (4)	10	0	1.33	3.8
Involved students in hands-on projects such as research, case studies, or real life activities	20% (2)	0% (0)	30% (3)	20% (2)	30% (3)	10	0	1.43	3.4
Inspired students to set and achieve goals which really challenged them	0% (0)	20% (2)	0% (0)	10% (1)	70% (7)	10	0	1.19	4.3
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	10% (1)	0% (0)	40% (4)	50% (5)	10	0	0.9	4.3
Asked students to help each other understand ideas or concepts	0% (0)	10% (1)	0% (0)	10% (1)	80% (8)	10	0	0.92	4.6
Gave projects, tests, or assignments that required original or creative thinking	10% (1)	0% (0)	0% (0)	0% (0)	90% (9)	10	0	1.2	4.6
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	20% (2)	0% (0)	80% (8)	10	0	0.8	4.6

<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)	20% (2)	30% (3)	20% (2)	20% (2)	10% (1)	10	0	1.27	2.7
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	20% (2)	20% (2)	30% (3)	10% (1)	20% (2)	10	0	1.37	2.9
Learning to apply course material (to improve thinking, problem solving, and decisions)	10% (1)	30% (3)	10% (1)	20% (2)	30% (3)	10	0	1.42	3.3
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	40% (4)	10% (1)	20% (2)	30% (3)	10	0	1.28	3.4
Acquiring skills in working with others as a member of a team	10% (1)	20% (2)	10% (1)	30% (3)	30% (3)	10	0	1.36	3.5
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	10% (1)	20% (2)	10% (1)	30% (3)	30% (3)	10	0	1.36	3.5
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	10% (1)	30% (3)	10% (1)	30% (3)	20% (2)	10	0	1.33	3.2
Developing skill in expressing myself orally or in writing	0% (0)	30% (3)	10% (1)	20% (2)	40% (4)	10	0	1.27	3.7
Learning how to find, evaluate, and use resources to explore a topic in depth	10% (1)	30% (3)	10% (1)	20% (2)	30% (3)	10	0	1.42	3.3
Developing ethical reasoning and/or ethical decision making	0% (0)	30% (3)	10% (1)	30% (3)	30% (3)	10	0	1.2	3.6
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	40% (4)	10% (1)	30% (3)	20% (2)	10	0	1.19	3.3
Learning to apply knowledge and skills to benefit others or serve the public good	10% (1)	20% (2)	10% (1)	30% (3)	30% (3)	10	0	1.36	3.5
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	10% (1)	20% (2)	10% (1)	20% (2)	40% (4)	10	0	1.43	3.6
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	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)	10% (1)	40% (4)	20% (2)	30% (3)	10	0	1	3.7
Difficulty of subject matter	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
<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)	20% (2)	50% (5)	30% (3)	10	0	0.7	4.1
I really wanted to take this course regardless of who taught it.	40% (4)	20% (2)	30% (3)	0% (0)	10% (1)	10	0	1.25	2.2
When this course began I believed I could master its content.	20% (2)	20% (2)	10% (1)	30% (3)	20% (2)	10	0	1.45	3.1
My background prepared me well for this course's requirements.	20% (2)	30% (3)	20% (2)	30% (3)	0% (0)	10	0	1.11	2.6
Overall, I rate this instructor an excellent teacher.	10% (1)	0% (0)	30% (3)	20% (2)	40% (4)	10	0	1.25	3.8
Overall, I rate this course as excellent.	20% (2)	10% (1)	30% (3)	30% (3)	10% (1)	10	0	1.26	3
<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.	20% (2)	0% (0)	0% (0)	30% (3)	50% (5)	10	0	1.51	3.9
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
I was able to access my online course 24x7.	0% (0)	0% (0)	0% (0)	0% (0)	100% (10)	10	0	0	5
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	0% (0)	0% (0)	100% (10)	10	0	0	5
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	0% (0)	0% (0)	100% (10)	10	0	0	5
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9

Qualitative

Comments -

- Dr. Brommage is an excellent professor. He's very understanding and is very willing to help you with the course material if you're struggling to grasp it. He's lenient on deadlines and very good at explaining the course material in a way that's easy to understand. While I struggled with this course at the beginning, I grew to love it and better understand it with the professor's guidance. I would definitely recommend this class and professor to any of my colleagues.
- I'm not sure how this works but, please keep politics out of class subject. We're sick and tired of politics for the professor to keep adding to it. I want to make my self clear of what I'm referring to. I'm referring to the video we're you said "that right wing uncle" when you we're talking about facts. You threw a jab at people that don't agree with you as a liberal. You do know you have students that are not liberal right? How do you think that makes us feel? On top of that, I asked for you for help on a paper and you did not allow for an extension date. Later on I read on groupme that you gave an extension to another student in my same class. Why give someone extra time if you don't plan on giving it to all? Paper 4 got turned in on the 25th of October. It is now the 24 of November and I still don't know my grade. How am I suppose to know how I'm doing in the class walking into the final? I gradute this semester and I have no idea how I'm doing. I feel like I've been failed by you as a professor. Absolutely horrible.
- difficult, but the professor was very organized and consistent.
- While the course material was challenging, Dr. Brommage always made extraordinary efforts to assist his students in all aspects of the course. He willingness to assist and accommodate his students is quite incomparable. I now have a great appreciation for his teaching style.
- I found the lectures hard to follow. I often watched them over and over again to try and understand the point that was being made. This topic is abstract and difficult to understand at times as is, so I understand where you are coming from as the teacher's point of view. Overall, I appreciated the class and learned a lot and my issues could mainly be coming from my lack of interest in the topic as well as my lack of ability as a student. Happy holidays!

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

- :)