

# PHIL 3365 (02): Modern Philosophy

Spring 2021 | Thomas Brommage | Course CIP Code: 38.0101

23 | Students Enrolled  
6 | Students Responded  
26.09% | 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	4.7	5
E. Excellent Course	4.7	5

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	56	64
Discipline	56	62
Institution	56	64
E. Excellent Course		
IDEA	59	75
Discipline	59	68
Institution	58	71

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



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	
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.2	4.8	0	67	51	65	51	61	50	63
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.2	5	0	83	54	68	51	64	52	67
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.5	5	0	83	58	76	59	70	57	71
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	5	0	83	51	68	54	65	49	65
Acquiring skills in working with others as a member of a team	M	4.2	5	0	83	55	70	60	69	53	68
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.8	5	17	50	52	70	55	69	48	66
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.3	5	0	67	59	74	58	69	56	69
Developing skill in expressing myself orally or in writing	I	4.3	5	0	67	57	74	58	71	55	71
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4	4.8	0	67	51	66	53	63	50	63
Developing ethical reasoning and/or ethical decision making	M	4	4.9	17	67	52	66	47	60	51	65
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.3	5	0	67	56	68	53	64	55	66
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.2	5	0	67	53	72	54	66	52	69
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	4.2	33	50	47	56	55	62	47	56

Your Converted Average

Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.3	50	53	50
Difficulty of subject matter	4	62	61	62

Student Description	Your Converted Average			
	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	2.8	17	24	20
I really wanted to take this course regardless of who taught it.	2.8	31	38	34
When this course began I believed I could master its content.	3.5	38	46	40
My background prepared me well for this course's requirements.	3.2	38	46	38

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.3	0% (1 or 2) 67% (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	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.3	0% (1 or 2) 83% (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)	4.5	0% (1 or 2) 83% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.7	0% (1 or 2) 100% (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	4.5	0% (1 or 2) 100% (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	4.3	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.2	0% (1 or 2) 83% (4 or 5)	You employed the method more 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	4.5	0% (1 or 2) 100% (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	4.3	0% (1 or 2) 83% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

## Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Formed teams or groups to facilitate learning	0% (0)	0% (0)	33.33% (2)	16.67% (1)	50% (3)	6	0	0.9	4.17
Made it clear how each topic fit into the course	0% (0)	0% (0)	33.33% (2)	0% (0)	66.67% (4)	6	0	0.94	4.33
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	6	0	0.5	4.5
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	6	0	0.5	4.5
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasional</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	16.67% (1)	33.33% (2)	50% (3)	6	0	0.75	4.33
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	16.67% (1)	50% (3)	33.33% (2)	6	0	0.69	4.17
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	50% (3)	0% (0)	0% (0)	50% (3)	6	0	1.5	3.5
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	16.67% (1)	33.33% (2)	50% (3)	6	0	0.75	4.33
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	16.67% (1)	0% (0)	16.67% (1)	66.67% (4)	6	0	1.11	4.33
Asked students to help each other understand ideas or concepts	0% (0)	16.67% (1)	0% (0)	16.67% (1)	66.67% (4)	6	0	1.11	4.33
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	16.67% (1)	33.33% (2)	50% (3)	6	0	0.75	4.33
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	16.67% (1)	0% (0)	50% (3)	33.33% (2)	6	0	1	4
<i>Describe your progress on:</i>									
	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	33.33% (2)	16.67% (1)	50% (3)	6	0	0.9	4.17
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	16.67% (1)	50% (3)	33.33% (2)	6	0	0.69	4.17
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	16.67% (1)	50% (3)	33.33% (2)	6	0	0.69	4.17
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	16.67% (1)	50% (3)	33.33% (2)	6	0	0.69	4.17
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	16.67% (1)	33.33% (2)	0% (0)	50% (3)	6	0	1.21	3.83
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	0% (0)	33.33% (2)	0% (0)	66.67% (4)	6	0	0.94	4.33
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	33.33% (2)	0% (0)	66.67% (4)	6	0	0.94	4.33
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	33.33% (2)	33.33% (2)	33.33% (2)	6	0	0.82	4
Developing ethical reasoning and/or ethical decision making	0% (0)	16.67% (1)	16.67% (1)	16.67% (1)	50% (3)	6	0	1.15	4
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	0% (0)	33.33% (2)	0% (0)	66.67% (4)	6	0	0.94	4.33
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	33.33% (2)	16.67% (1)	50% (3)	6	0	0.9	4.17
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	33.33% (2)	16.67% (1)	0% (0)	50% (3)	6	0	1.37	3.67
<i>The Course:</i>									
<i>On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
Amount of coursework	0% (0)	0% (0)	66.67% (4)	33.33% (2)	0% (0)	6	0	0.47	3.33
Difficulty of subject matter	0% (0)	0% (0)	16.67% (1)	66.67% (4)	16.67% (1)	6	0	0.58	4
<i>For the following items, choose the option that best corresponds to your judgment.</i>									
	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
As a rule, I put forth more effort than other students on academic work.	0% (0)	50% (3)	16.67% (1)	33.33% (2)	0% (0)	6	0	0.9	2.83
I really wanted to take this course regardless of who taught it.	33.33% (2)	0% (0)	33.33% (2)	16.67% (1)	16.67% (1)	6	0	1.46	2.83
When this course began I believed I could master its content.	0% (0)	16.67% (1)	33.33% (2)	33.33% (2)	16.67% (1)	6	0	0.96	3.5
My background prepared me well for this course's requirements.	0% (0)	33.33% (2)	16.67% (1)	50% (3)	0% (0)	6	0	0.9	3.17
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	16.67% (1)	0% (0)	83.33% (5)	6	0	0.75	4.67
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67

Please use the key below to answer the questions about your experience with technology in your online course.	1 = Hardly Ever	2 = Occasional	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	6	0	0.5	4.5
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	16.67% (1)	0% (0)	33.33% (2)	50% (3)	6	0	1.07	4.17
I was able to access my online course 24x7.	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	16.67% (1)	33.33% (2)	16.67% (1)	33.33% (2)	6	0	1.11	3.67
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	16.67% (1)	33.33% (2)	16.67% (1)	33.33% (2)	6	0	1.11	3.67
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	33.33% (2)	16.67% (1)	50% (3)	6	0	0.9	4.17

## Qualitative

### Comments -

- Professor Brommage was exceptional at giving feedback on our work. I feel like if any other teacher was teaching me Philosophy, I wouldn't have been able to accomplish this. Brommage helped me learn so much and taught me to broaden my perspective. He made audio clips, video clips, wiki pages, discussion boards, and emailed back promptly to his students. I feel lucky to have been in his class. As a beginner, I never thought I could accomplish the things I did in this class. I am amazed by his passion and his eagerness to help students. He went above and beyond for his students. Even though the material was challenging, it was made possible to achieve by Professor Brommage.
- The subject of this class is in itself is very difficult to understand for someone who doesn't have a background in the matter. That is based on the writings made by contemporary philosophers. While that makes it hard, it doesn't mean the professor doesn't provide all the materials needed, including video instruction that becomes helpful to understand better such concepts.
- Great Professor, really listens
- Dr. Brommage course was challenging but fair. He is everything you want from a philosophy professor.

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

- Access to video lectures in their entirety 24/7; course wikis
- The professor used resources online to expand the interaction between students.