PHIL 3372 (05): Philosophy of Science
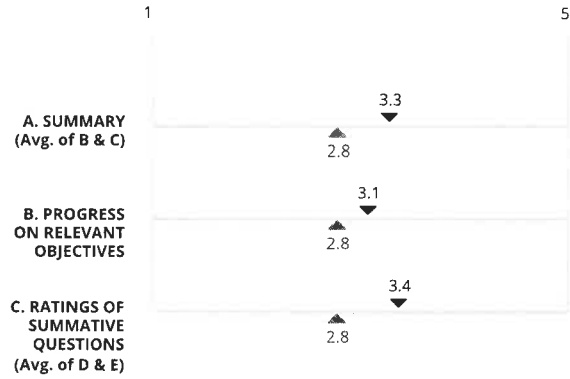
Spring 2021 | Thomas Brommage | Course CIP Code: 38.0101

Summative

▼	Adjusted
▲	Raw
⌐—⌐	3 Point Plus/Minus

Your Average Scores
5 Point Scale

1   5

A. SUMMARY (Avg. of B & C)
3.3 ▼
▲ 2.8

B. PROGRESS ON RELEVANT OBJECTIVES
3.1 ▼
▲ 2.8

C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)
3.4 ▼
▲ 2.8

Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	2.9	3.4
E. Excellent Course	2.7	3.4

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	26	34
Discipline	26	32
Institution	27	36
E. Excellent Course		
IDEA	24	36
Discipline	26	35
Institution	24	38

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

Your Converted Average

	37	44	55	63

A. SUMMARY (Avg. of B & C)

IDEA
34 ▼
▲ 26

Discipline
33 ▼
▲ 26

Institution
37 ▼
▲ 27

B. PROGRESS ON RELEVANT OBJECTIVES

IDEA
33 ▼
▲ 27

Discipline
32 ▼
▲ 26

Institution
36 ▼
▲ 28

C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)

IDEA
35 ▼
▲ 25

Discipline
34 ▼
▲ 26

Institution
37 ▼
▲ 26
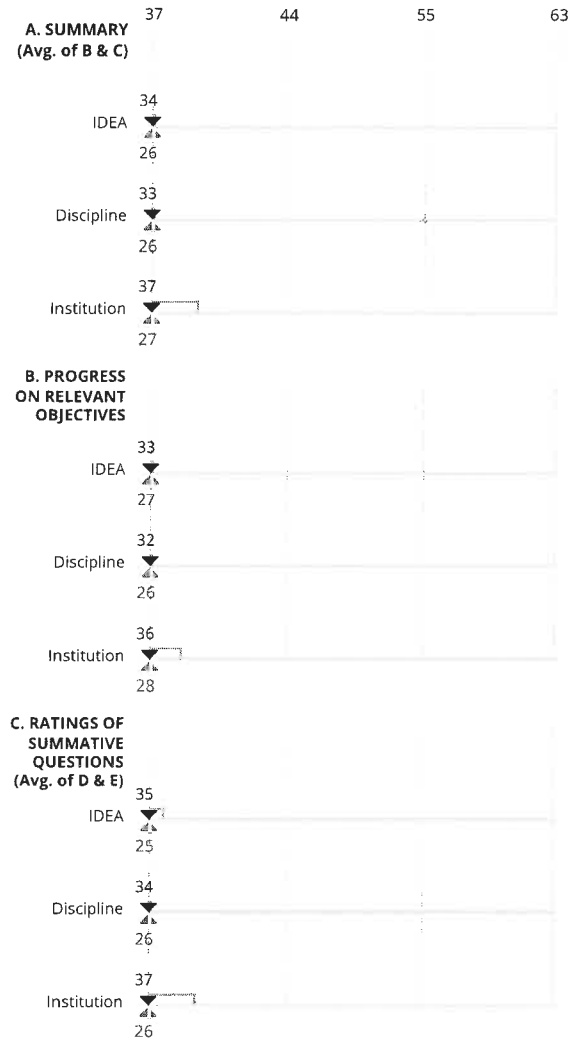
| Student Ratings of Learning on Relevant Objectives | Importance Rating | Your Average (5 Point Scale) | | % of Students Rating | | Your Converted Average | | | | | |
		Raw	Adj.	1 or 2	4 or 5	IDEA Raw	Adj.	Discipline Raw	Adj.	Institution Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	2.8	3.2	42	25	22	30	24	30	24	33
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.5	2.9	50	17	26	33	21	28	26	35
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	2.5	2.9	50	17	19	26	22	30	20	30
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	2.5	2.9	58	17	19	27	26	34	20	31
Acquiring skills in working with others as a member of a team	M	2.3	2.6	75	17	25	30	36	42	27	35
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.4	3.3	67	25	32	45	35	47	28	43
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.5	2.9	50	25	30	36	29	34	29	36
Developing skill in expressing myself orally or in writing	I	2.9	3.5	50	25	34	44	34	43	33	44
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.3	3.8	33	42	37	46	41	48	38	48
Developing ethical reasoning and/or ethical decision making	M	2.3	2.6	67	17	25	30	16	22	26	34
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	E	2.8	3.1	50	33	29	33	24	28	31	37
Learning to apply knowledge and skills to benefit others or serve the public good	M	2.3	2.8	67	17	22	31	25	36	25	36
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.4	2.4	58	17	27	27	40	42	29	32

| Course Description | Your Average | Your Converted Average | | |
		IDEA	Discipline	Institution
Amount of coursework	3.7	57	60	56
Difficulty of subject matter	4.5	71	70	72

| Student Description | Your Average | Your Converted Average | | |
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	53	54	51
I really wanted to take this course regardless of who taught it.	2.3	19	27	24
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.	2.9	32	42	34

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3	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.
Made it clear how each topic fit into the course	2.8	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.
Explained course material clearly and concisely	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.
Introduced stimulating ideas about the subject	2.8	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.
Inspired students to set and achieve goals which really challenged them	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.

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)	2.8	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.
Encouraged students to reflect on and evaluate what they have learned	3.4	42% (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.
Provided meaningful feedback on students' academic performance	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.
Stimulated students to intellectual effort beyond that required by most courses	3.8	17% (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.
Related course material to real life situations	3.2	33% (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.
Created opportunities for students to apply course content outside the classroom	2.5	67% (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.

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	3.8	17% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.2	8% (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.

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	33.33% (4)	0% (0)	16.67% (2)	33.33% (4)	16.67% (2)	12	0	1.53	3
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	33.33% (4)	16.67% (2)	16.67% (2)	8.33% (1)	25% (3)	12	0	1.59	2.75
Encouraged students to reflect on and evaluate what they have learned	8.33% (1)	33.33% (4)	0% (0)	25% (3)	33.33% (4)	12	0	1.44	3.42
Demonstrated the importance and significance of the subject matter	16.67% (2)	25% (3)	25% (3)	8.33% (1)	25% (3)	12	0	1.41	3
Formed teams or groups to facilitate learning	58.33% (7)	8.33% (1)	8.33% (1)	8.33% (1)	16.67% (2)	12	0	1.57	2.17
Made it clear how each topic fit into the course	25% (3)	25% (3)	16.67% (2)	8.33% (1)	25% (3)	12	0	1.52	2.83
Provided meaningful feedback on students' academic performance	25% (3)	16.67% (2)	16.67% (2)	16.67% (2)	25% (3)	12	0	1.53	3
Stimulated students to intellectual effort beyond that required by most courses	8.33% (1)	8.33% (1)	16.67% (2)	25% (3)	41.67% (5)	12	0	1.28	3.83
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	16.67% (2)	33.33% (4)	8.33% (1)	41.67% (5)	12	0	1.16	3.75
Explained course material clearly and concisely	41.67% (5)	8.33% (1)	16.67% (2)	8.33% (1)	25% (3)	12	0	1.65	2.67

Describe the frequency of your instructor's teaching procedures. The Instructor:	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	25% (3)	8.33% (1)	16.67% (2)	25% (3)	25% (3)	12	0	1.52	3.17
Created opportunities for students to apply course content outside the classroom	25% (3)	41.67% (5)	8.33% (1)	8.33% (1)	16.67% (2)	12	0	1.38	2.5
Introduced stimulating ideas about the subject	33.33% (4)	8.33% (1)	16.67% (2)	25% (3)	16.67% (2)	12	0	1.52	2.83
Involved students in hands-on projects such as research, case studies, or real life activities	16.67% (2)	33.33% (4)	0% (0)	25% (3)	25% (3)	12	0	1.5	3.08
Inspired students to set and achieve goals which really challenged them	25% (3)	0% (0)	25% (3)	25% (3)	25% (3)	12	0	1.48	3.25
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	33.33% (4)	0% (0)	25% (3)	16.67% (2)	25% (3)	12	0	1.58	3
Asked students to help each other understand ideas or concepts	16.67% (2)	8.33% (1)	8.33% (1)	25% (3)	41.67% (5)	12	0	1.49	3.67
Gave projects, tests, or assignments that required original or creative thinking	8.33% (1)	0% (0)	8.33% (1)	33.33% (4)	50% (6)	12	0	1.14	4.17
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	16.67% (2)	16.67% (2)	16.67% (2)	25% (3)	25% (3)	12	0	1.42	3.25

Describe your progress on:	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)	16.67% (2)	25% (3)	33.33% (4)	8.33% (1)	16.67% (2)	12	0	1.28	2.83
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	33.33% (4)	16.67% (2)	33.33% (4)	0% (0)	16.67% (2)	12	0	1.38	2.5
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	33.33% (4)	16.67% (2)	33.33% (4)	0% (0)	16.67% (2)	12	0	1.38	2.5
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	25% (3)	33.33% (4)	25% (3)	0% (0)	16.67% (2)	12	0	1.32	2.5
Acquiring skills in working with others as a member of a team	33.33% (4)	41.67% (5)	8.33% (1)	0% (0)	16.67% (2)	12	0	1.36	2.25
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	41.67% (5)	25% (3)	8.33% (1)	0% (0)	25% (3)	12	0	1.61	2.42
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	41.67% (5)	8.33% (1)	25% (3)	8.33% (1)	16.67% (2)	12	0	1.5	2.5
Developing skill in expressing myself orally or in writing	8.33% (1)	41.67% (5)	25% (3)	0% (0)	25% (3)	12	0	1.32	2.92
Learning how to find, evaluate, and use resources to explore a topic in depth	16.67% (2)	16.67% (2)	25% (3)	8.33% (1)	33.33% (4)	12	0	1.48	3.25
Developing ethical reasoning and/or ethical decision making	41.67% (5)	25% (3)	16.67% (2)	0% (0)	16.67% (2)	12	0	1.42	2.25
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	25% (3)	25% (3)	16.67% (2)	8.33% (1)	25% (3)	12	0	1.52	2.83
Learning to apply knowledge and skills to benefit others or serve the public good	33.33% (4)	33.33% (4)	16.67% (2)	0% (0)	16.67% (2)	12	0	1.37	2.33
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	33.33% (4)	25% (3)	25% (3)	0% (0)	16.67% (2)	12	0	1.38	2.42

The Course: 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)	50% (6)	8.33% (1)	12	0	0.62	3.67
Difficulty of subject matter	0% (0)	0% (0)	16.67% (2)	16.67% (2)	66.67% (8)	12	0	0.76	4.5

For the following items, choose the option that best corresponds to your judgment.	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)	25% (3)	58.33% (7)	16.67% (2)		12	0	0.64	3.92
I really wanted to take this course regardless of who taught it.	33.33% (4)	16.67% (2)	41.67% (5)	8.33% (1)	0% (0)		12	0	1.01	2.25
When this course began I believed I could master its content.	0% (0)	8.33% (1)	50% (6)	16.67% (2)	25% (3)		12	0	0.95	3.58
My background prepared me well for this course's requirements.	16.67% (2)	16.67% (2)	33.33% (4)	25% (3)	8.33% (1)		12	0	1.19	2.92
Overall, I rate this instructor an excellent teacher.	33.33% (4)	8.33% (1)	25% (3)	0% (0)	33.33% (4)		12	0	1.66	2.92
Overall, I rate this course as excellent.	33.33% (4)	16.67% (2)	25% (3)	0% (0)	25% (3)		12	0	1.55	2.67

Please use the key below to answer the questions about your experience with technology in your online course.	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)	0% (0)	16.67% (2)	41.67% (5)	33.33% (4)		12	0	1.11	3.92
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	16.67% (2)	41.67% (5)	41.67% (5)		12	0	0.72	4.25
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	8.33% (1)	16.67% (2)	33.33% (4)	41.67% (5)		12	0	0.95	4.08
I was able to access my online course 24x7.	8.33% (1)	0% (0)	0% (0)	16.67% (2)	75% (9)		12	0	1.12	4.5
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)	25% (3)	16.67% (2)	50% (6)		12	0	1.04	4.08
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	8.33% (1)	0% (0)	8.33% (1)	25% (3)	58.33% (7)		12	0	1.16	4.25

Qualitative

Comments -

- Dr. Brommage is a very interactive professor. He participated in the discussion boards himself, providing answers and explanations to any questions we may have had. He also made recordings breaking down both what he saw was good and what needed to be fixed in our papers. I liked this a lot because it was specific to my work and gave me more of an understanding of the grade I had received. Overall the material for this class was more difficult than others to understand, but he put in a lot of effort to help make sense of it for us, which I appreciated.

- The worst professor I have ever taken in my career as a student. Is very unclear about what he wants from the class. Gives differing statements about due dates, expectations, and class structure. Is very condescending and rude when speaking to students. Refuses to answer almost all questions asked just says "refer to lecture" over and over. Gives barely any feedback and when he does it isnt really even helpful. Very confusing when lecturing. Overall and awful experience would never take a class by this professor again and will definitely tell everyone else I know to avoid his class like the plague.

- Grade the papers on a timely manner and help the students understand what's going on

- Dr. Brommage is an extrordinary professor. He is always willing to make appointments for students to help explain difficult topics. In the classroom he always makes sure to explain why we are learning the topics and applying them to real-world situations, along with giving multiple perspectives to explain the issues at hand. I have not met a more dedicated professor to educating students and challenging their ways of thinking. While I am a psychology major, I would highly recommend any philosophy students to take their philosophy courses with him.

- Wonderful professor... not for this course or material AT ALL. Was hard to reach via email, hardly able to grade papers in a timely manner, did not explain concepts thoroughly, difficulty summarizing material and would go on tangents. Was not able to connect the material to real time scenarios and would not explain where we could use this knowledge in society. He did not show effort in class to be diverse or inclusive in the application of the readings. Was not understanding enough under global circumstances given this semester. Should not be given the option of an online format, was not able to utilize the digital resources necessary for this course.

- He encouraged us to ask for help, but when we did he would make us feel dumb for not understanding the material. He would tell us to re-watch his lecture videos that we didn't understand to begin with and even if we've watched them several times. He explains the information in a way he and others in his field would understand, but not in a way students can. He didn't know how to give different examples for us to better understand the material. He would also create slides for lecture, but pretty much quote the book then not really explain it. He also took weeks to grade assignments. Most of the students didn't receive grades for any of their assignments until after the drop date. I didn't receive a grade for paper 1 until after paper 3 was due, each due date was two weeks apart. Overall, not a good professor.

- I do not believe Professor Brommage was the best teacher in this course. When asked questions about the subject, the answer was often "go watch the lectures," even though his lectures were very hard to follow. He was not willing to help his students understand the subject matter further than what was provided on blackboard. In addition, his commentary on assignments was more critical than trying to provide feedback on how to improve. Furthermore, grades were not updated regularly throughout the course, so it was hard to know how you were doing. The information that I found helpful in this course came from other students, rather than the professor.

- He was very nice and helpful this semester. He's one of the people that made it possible for me to graduate as he gave me the chance to take his class online because of my personal circumstances. I appreciate his efforts and his lessons, and he's just been an amazing Professor overall! He knows what he's talking about and he's passionate about the subject. Always good to be taught by someone who enjoys their job:) Thank you so much for everything Dr. Brommage!

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

- Organization on the professor's behalf! Thoughtful extensions in response to technical difficulties!