

Spring 2020 Individual Instructor Aggregated Report for PHI2010: Intro to Philosophy (Christopher Dorst)

Project Title: **University of Florida GatorEvals – Spring 2020**

Courses Audience: **35**
Responses Received: **26**
Response Ratio: **74.3%**

Instructors Audience: **35**
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INTRODUCTION

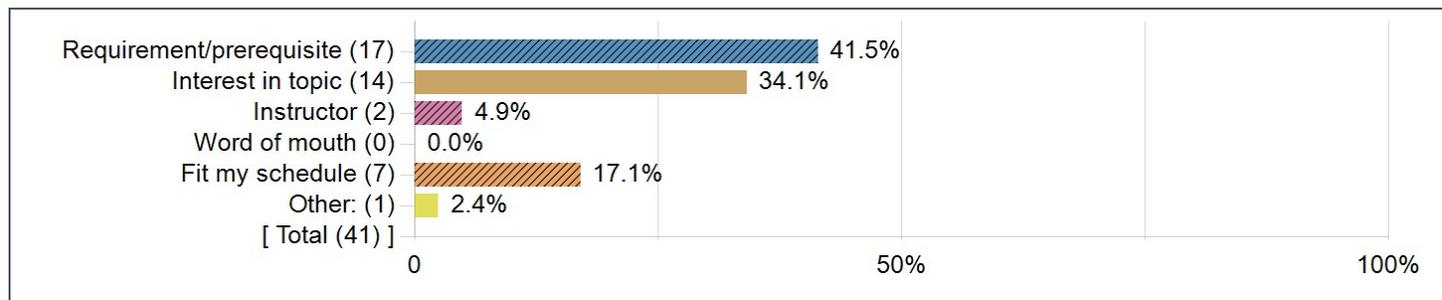
Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!

Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs

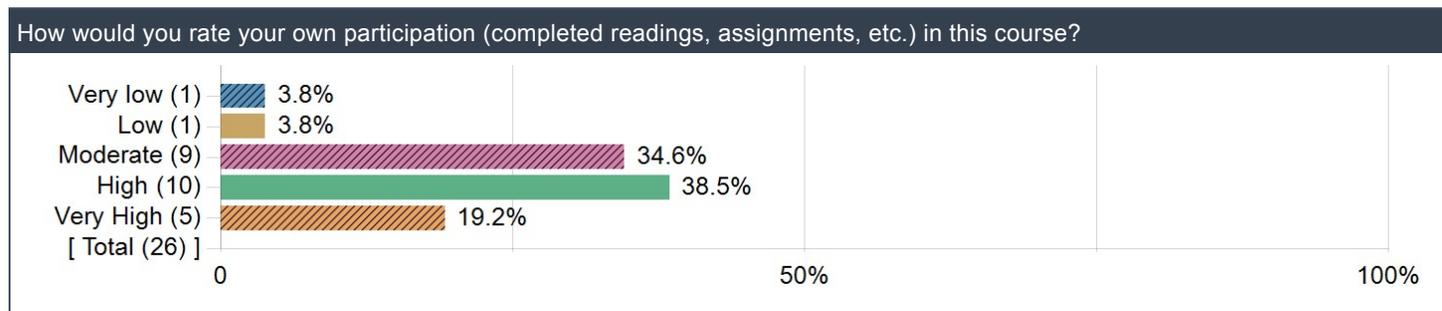


Student Self-Evaluation Questions

Why did you take this course?



How would you rate your own participation (completed readings, assignments, etc.) in this course?



Comparative Evaluation Results

University Core Instructor Evaluation Questions - Comparative Scores

Question	Your Score		DPT Mean (Undergrad-LAS(LS)-Philosophy)		College Average (CLAS-Interdisciplinary Studies)		University Average	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
The instructor was enthusiastic about the course.	4.88	5.00	4.47	5.00	4.47	5.00	4.54	5.00
The instructor explained material clearly and in a way that enhanced my understanding.	4.77	5.00	4.19	5.00	4.21	5.00	4.29	5.00
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	4.88	5.00	4.41	5.00	4.40	5.00	4.46	5.00
The instructor fostered a positive learning environment that engaged students.	4.81	5.00	4.24	5.00	4.32	5.00	4.40	5.00
The instructor provided prompt and meaningful feedback on my work and performance in the course.	4.85	5.00	4.12	5.00	4.16	5.00	4.25	5.00
The instructor was instrumental to my learning in the course.	4.85	5.00	4.10	5.00	4.08	4.00	4.20	5.00
Overall	4.84	-	4.26	-	4.27	-	4.36	-

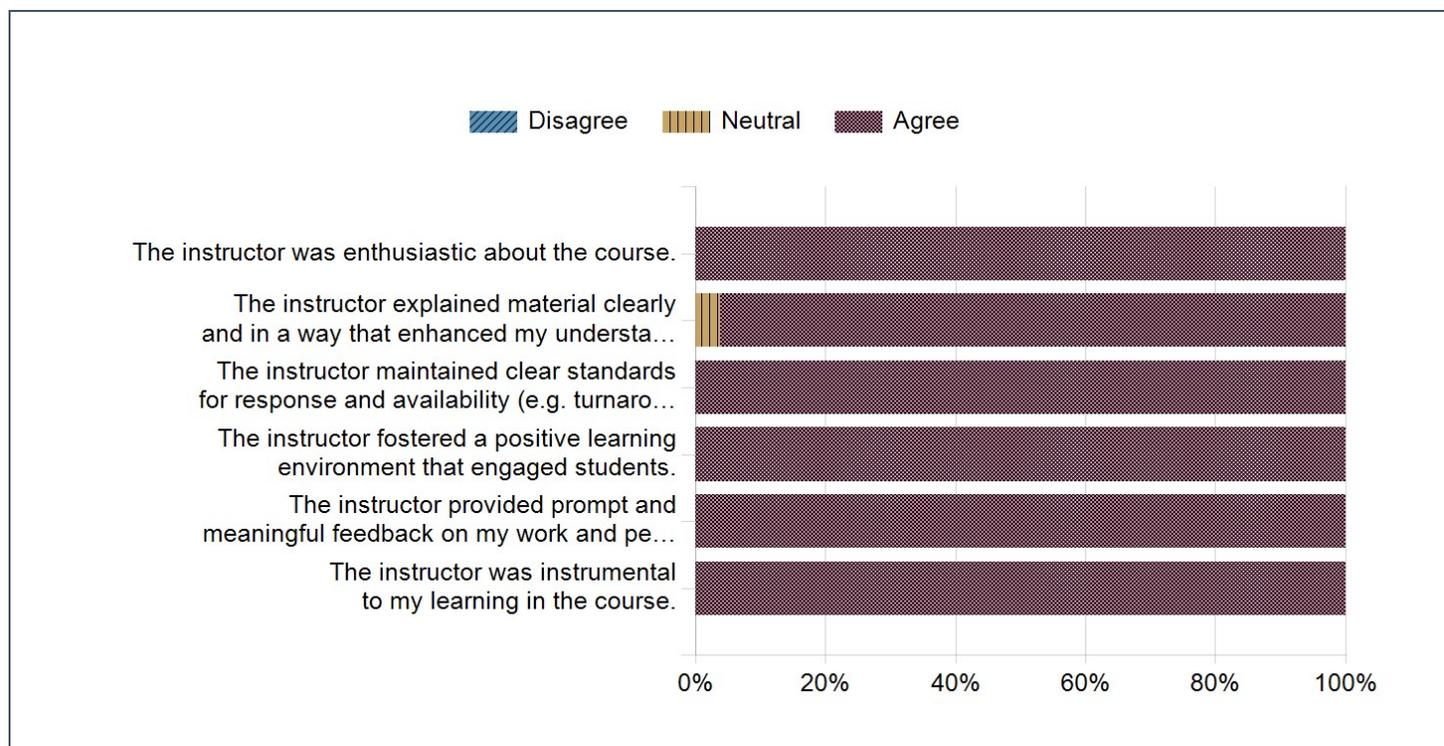
University Core Course Evaluation Questions - Comparative Scores

Question	Your Score		DPT Mean (Undergrad-LAS(LS)-Philosophy)		College Average (CLAS-Interdisciplinary Studies)		University Average	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Course content (e.g., readings, activities, assignments) was relevant & useful.	4.50	4.50	4.26	4.44	4.19	4.30	4.25	4.38
The course fostered regular interaction between student and instructor.	4.42	4.50	4.07	4.28	3.97	4.16	4.05	4.25
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	4.42	4.50	4.15	4.40	4.11	4.26	4.18	4.35
Overall, this course was a valuable educational experience.	4.38	4.50	4.11	4.40	4.15	4.32	4.23	4.44
Overall	4.43	-	4.14	-	4.11	-	4.18	-

Aggregate Evaluation Results

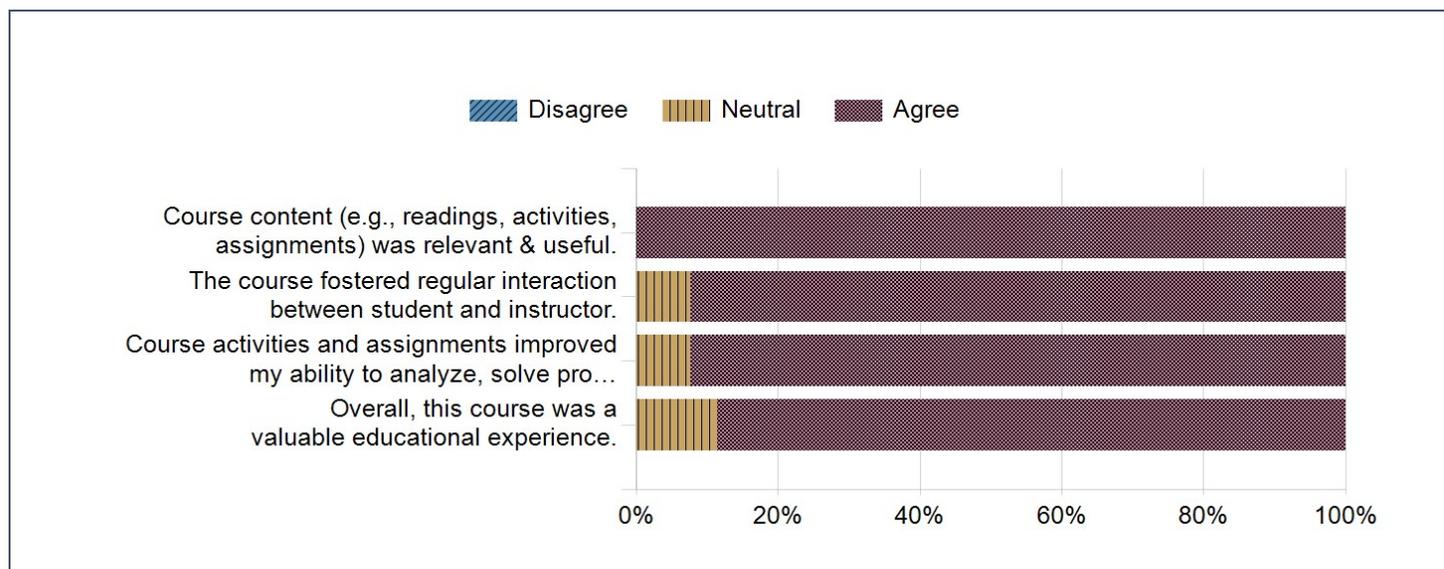
University Core Instructor Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



Percentages Evaluation Results

University Core Instructor Evaluation Questions

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Count	Mean	Median	SD
The instructor was enthusiastic about the course.	0.0%	0.0%	0.0%	11.5%	88.5%	26	4.88	5.00	0.33
The instructor explained material clearly and in a way that enhanced my understanding.	0.0%	0.0%	3.8%	15.4%	80.8%	26	4.77	5.00	0.51
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0.0%	0.0%	0.0%	11.5%	88.5%	26	4.88	5.00	0.33
The instructor fostered a positive learning environment that engaged students.	0.0%	0.0%	0.0%	19.2%	80.8%	26	4.81	5.00	0.40
The instructor provided prompt and meaningful feedback on my work and performance in the course.	0.0%	0.0%	0.0%	15.4%	84.6%	26	4.85	5.00	0.37
The instructor was instrumental to my learning in the course.	0.0%	0.0%	0.0%	15.4%	84.6%	26	4.85	5.00	0.37

University Core Course Evaluation Questions

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Count	Mean	Median	SD
Course content (e.g., readings, activities, assignments) was relevant & useful.	0.0%	0.0%	0.0%	50.0%	50.0%	26	4.50	4.50	0.51
The course fostered regular interaction between student and instructor.	0.0%	0.0%	7.7%	42.3%	50.0%	26	4.42	4.50	0.64
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	0.0%	0.0%	7.7%	42.3%	50.0%	26	4.42	4.50	0.64
Overall, this course was a valuable educational experience.	0.0%	0.0%	11.5%	38.5%	50.0%	26	4.38	4.50	0.70

For additional information and resources in each of these question areas, please visit the GatorEvals Website at <https://gatorevals.aa.ufl.edu/resources--policies/question-set/>

Free Response Section

Please identify the instructor's strengths that contributed to your learning in the course.

Comments
very respectful to his students. always eager to help us and wants to ensure our understanding and interest in the course. never invalidated any students opinions on the matter and made sure to value everyones insight on the subjects.
Very responsive to questions that students asked. Quick responses to emails and very approachable manner made it very easy to clarify issues if they arose. Also very flexible and understanding of people's situations during the online portion of the semester, which helped to alleviate stress.
He took complex papers and topics and simplified them for us using relevant examples. It helped me understand the material so much better.
Explains very clearly and is always willing to spend extra time to make sure students understand
Had a great give and take with the students. Class felt like a true discussion about the reading where no thought was shut down. Professor Dorst is likable and created the best classroom atmosphere possible.
He was very thorough in his teachings and you could tell he genuinely wanted to be there and teach the class. He tried to make it light hearted and interesting every time, very enjoyable.
Very enthusiastic and knowledgeable about philosophy.
Professor Dorst is great at lecturing and always makes sure he is clear in what he is teaching. He encourages students participation and is extremely realistic on time management and work load for his required readings and assignments. He encourages students to voice their beliefs and ask questions if needed.
Professor Dorst was able to make a course that is sometimes hard to relate to easily relatable. Especially for someone like me (Alyssa Gagnon lol), who does not have a philosophical bone in their body. For every philosophical theory or idea he provided us a basic example that made sense and allowed us to relate it back to the topic easier. Every essay or free response he was very clear on what your strengths and weaknesses were in the writing. He also allowed for a fair amount in flexibility (allowing us to choose certain prompts, allowing us to write or not write paper two) which really lets each student play to their strengths.
Professor Dorst is an excellent professor and enjoyed his class greatly. His teaching style is very welcoming and he is always open to hearing input and questions. He never makes you feel dumb whenever you are asking a question, and if you answer something incorrectly, he is still very encouraging. He is a wonderful professor and he is very open to embracing new and different ideas, which makes his teaching that more effective. He never shuts any students down. When it comes to completing assignments, he gives great feedback and is very willing to help you.
He is clearly passionate about the material, and he offers clear explanations of the course material.
knowledgeable, easy to understand, explain things clearly
Professor Dorst was very enthusiastic about the course and easy to learn from. He made the learning experience feel comfortable.
I think Professor Dorst took a lot of time on each topic to try and explain
He was understanding and insightful, which I think are important qualities of a philosophy professor.
Very enthusisastic teacher, took the time to explain content thoroughly and made sure we understood the topics
very entertaining teacher
He was very clear in his explanations and very respectful and thoughtful of people's opinions and thoughts. Very passionate and knowledgeable about the matter.
He used analogies and examples that helped in understanding the material. He was also always willing to explain things in as possible and as many times as necessary for the students to understand the material.
He allowed us to think about where the philosophers derived their reason instead of just explaining readings.

Please identify the instructor's strengths that contributed to your learning in the course.

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

Attributes [No. of comments]	Overall [20]
HELPFUL / SUPPORTIVE	30.0 %
ENTHUSIASTIC / DEDICATED	30.0 %
EASY	20.0 %
CLEAR	20.0 %
ENJOYABLE	20.0 %

What additional constructive feedback can you offer the instructor that might help improve the course?

Comments
i value how you never forced students to participate if they did not feel comfortable, however, i think if we had some more active discussions where more opinions were shared when discussing the course content it could enhance the interest and understanding.
Really emphasize the use of office hours, especially around the time that a paper is due, because it is really beneficial to brainstorm and review essays on philosophy topics with someone who actually understands the concepts being addressed.
As someone who has social anxiety, I get super nervous about talking in class and over zoom. My thoughts are better put in words, so maybe it would be beneficial to add more writing opportunities into the class.
Keep on doing what you're doing!
Keep doing what you're doing!
Provide a little bit more feedback on writing assignments.
N/A
I really enjoyed the flow of the course and how the philosophers we studied in each section could be related to eachother. Possibly in each section maybe have like a Venn Diagram or some visual that directly compares and contrasts philosophers in the same section.
None. He was great!
Please provide clearer instructions concerning the writing style you want in papers.
none
It is hard for many students to understand—needs to be given better notes
N/A
Possibly less readings, but more in depth examinations of philosophers themselves.
more lenient grading since this is all theoretical
It would be nice if you didn't grade the essays so harshly. I felt like for an intro philosophy class, small mistakes lowered my grade a significant amount.

What additional constructive feedback can you offer the instructor that might help improve the course?

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

Attributes [No. of comments]	Overall [16]
POSITIVE - GENERAL	18.8 %
IMPORTANT / RELEVANT	12.5 %
ENJOYABLE	12.5 %
CLEAR	6.3 %
DIFFICULT	6.3 %

What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Comments
i like how the papers are split up. i wouldn't do anything differently.
If the reading schedule is being adjusted because topics were discussed for longer than planned, an adjusted outline or regular announcements of the readings would help to clear up some confusion that can occur. This was specifically an issue during the first half of the semester.
The papers have clear instruction but I personally have trouble with in-class participation. I worry my participation grade will suffer due to my fear of talking in class. Reading quizzes were great for me to add my input in a more comfortable manner.
Occasionally, the readings were a bit dense for the time allotted to read them.
To be picky I would say the switching between textbook and online would get a little confusing.
N/A
I'm someone who prefers minimal assignments with large weight so this organization worked well for me.
The unit about knowledge could be replaced with something a bit more intriguing.
Please provide clearer instructions concerning the writing style you want in papers.
none
Grade should not be based on "pop quizzes" and exams only. It does not give much gap—there should be more assignments where students can gain full points and bring their grade up. Even an option for extra credit would be nice.
N/A
none
I do not see a better way to go about formatting the course.

What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

Attributes [No. of comments]	Overall [14]
CLEAR	21.4 %
POSITIVE - GENERAL	14.3 %
NEGATIVE - GENERAL	14.3 %
UNCLEAR	14.3 %
DIFFICULT	7.1 %

Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

Comments
life perspectives and ability to analyze situations and respond respectfully to those with different opinions than mine.
Not being afraid to go to office hours for assistance in getting further understanding of assignments and concepts.
I learned how to dissect philosophical arguments and analyze their content.
Thinking outside the box /understanding
Critical Thinking.
Essay writing and evaluation of papers.
Evaluating philosophical papers and evaluating veiws different than my own.
I definitely look at problems such as equality, the existence of a higher power, and morality in a more expansive way and think I'm more accepting of other views now.
I found most of the material we covered to be extremely interesting. I enjoyed most of the readings. I believe this class really helped me to advance my critical thinking and analyzing skills.
I have improved my analytical, writing, and thinking skills.
how to write complex ideas in a paper
Writing
learned a lot about debate
I learned how to look at things from a different perspective which I believe will be useful in the future.

Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

Attributes [No. of comments]	Overall [14]
HELPFUL / SUPPORTIVE	7.1 %
POSITIVE - GENERAL	7.1 %
DIFFICULT	7.1 %
ENJOYABLE	7.1 %
FAIR	7.1 %