

Project Title: **University of Florida GatorEvals – Fall 2022 Main Project**Courses Audience: **116**  
Responses Received: **60**  
Response Ratio: **51.7%**Instructors Audience: **116**  
Responses Received: **60**  
Response Ratio: **51.7%**

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## Report Comments

### INTRODUCTION

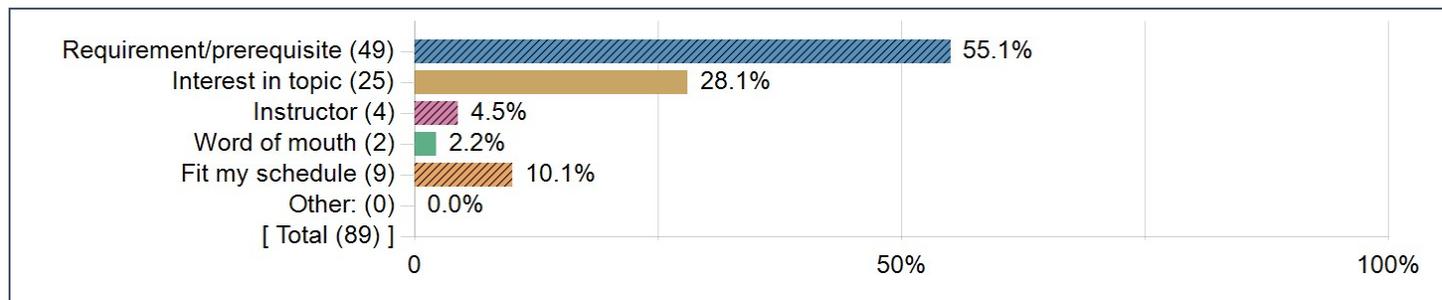
Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction 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

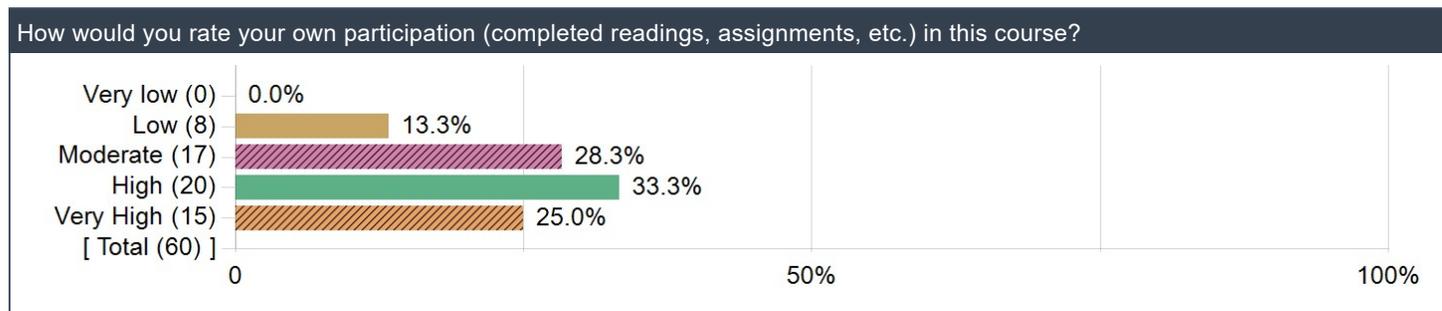


## Student Self-Evaluation Questions

### 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

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
The instructor was enthusiastic about the course.	51.7%	4.68	4.77	4.64	4.80	4.44	4.70
The instructor explained material clearly and in a way that enhanced my understanding.	51.7%	4.50	4.67	4.36	4.65	4.15	4.51
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	51.7%	4.62	4.75	4.54	4.73	4.37	4.64
The instructor fostered a positive learning environment that engaged students.	51.7%	4.50	4.64	4.47	4.71	4.30	4.61
The instructor provided prompt and meaningful feedback on my work and performance in the course.	51.7%	3.95	4.19	4.24	4.58	4.09	4.46
The instructor was instrumental to my learning in the course.	50.9%	4.39	4.66	4.25	4.61	4.02	4.44
<b>Overall</b>	<b>51.6%</b>	<b>4.44</b>	<b>-</b>	<b>4.42</b>	<b>-</b>	<b>4.23</b>	<b>-</b>

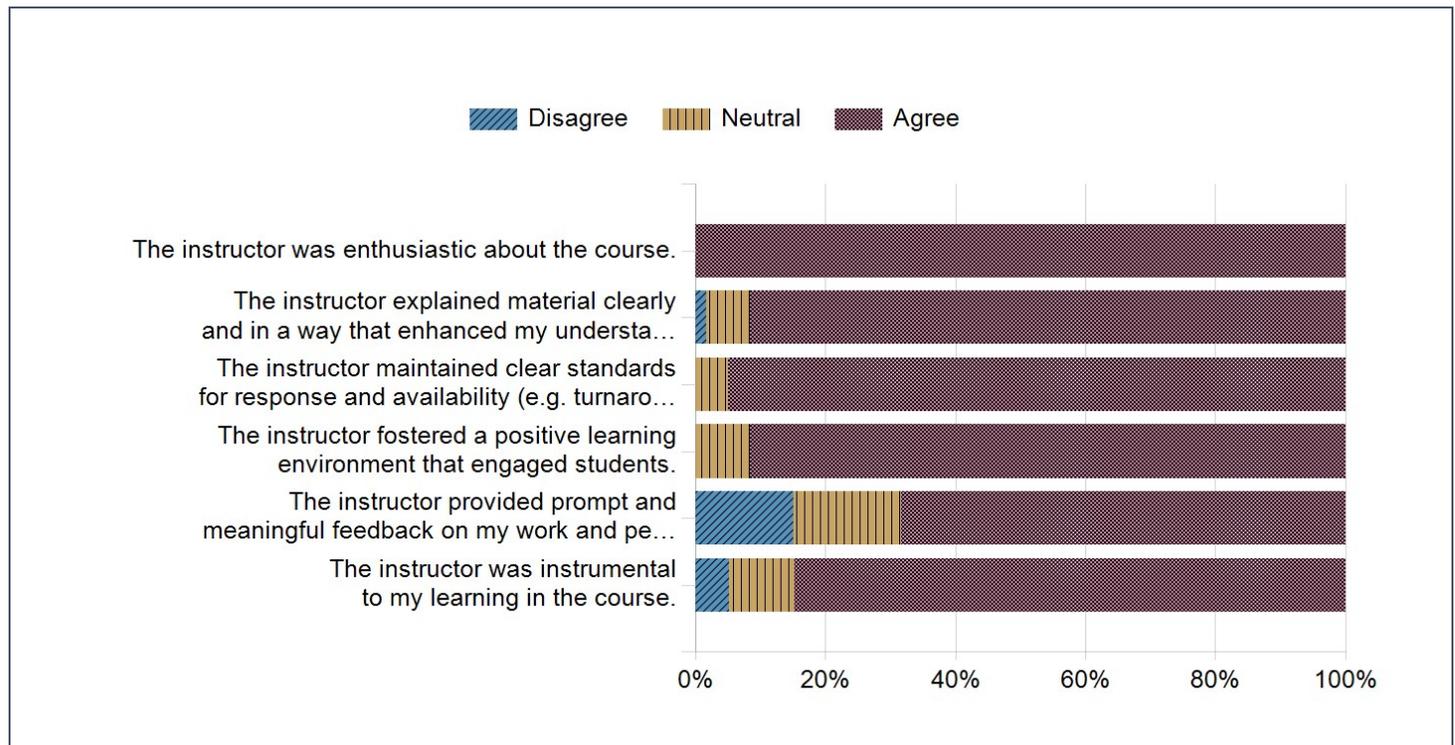
### University Core Course Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
Course content (e.g., readings, activities, assignments) was relevant & useful.	51.7%	4.18	4.19	4.28	4.33	4.15	4.25
The course fostered regular interaction between student and instructor.	51.7%	3.93	4.05	4.11	4.25	3.88	4.08
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	51.7%	3.98	4.08	4.24	4.39	4.09	4.23
Overall, this course was a valuable educational experience.	51.7%	3.93	4.10	4.19	4.38	4.12	4.28
Overall	51.7%	4.01	-	4.20	-	4.06	-

### Aggregate Evaluation Results

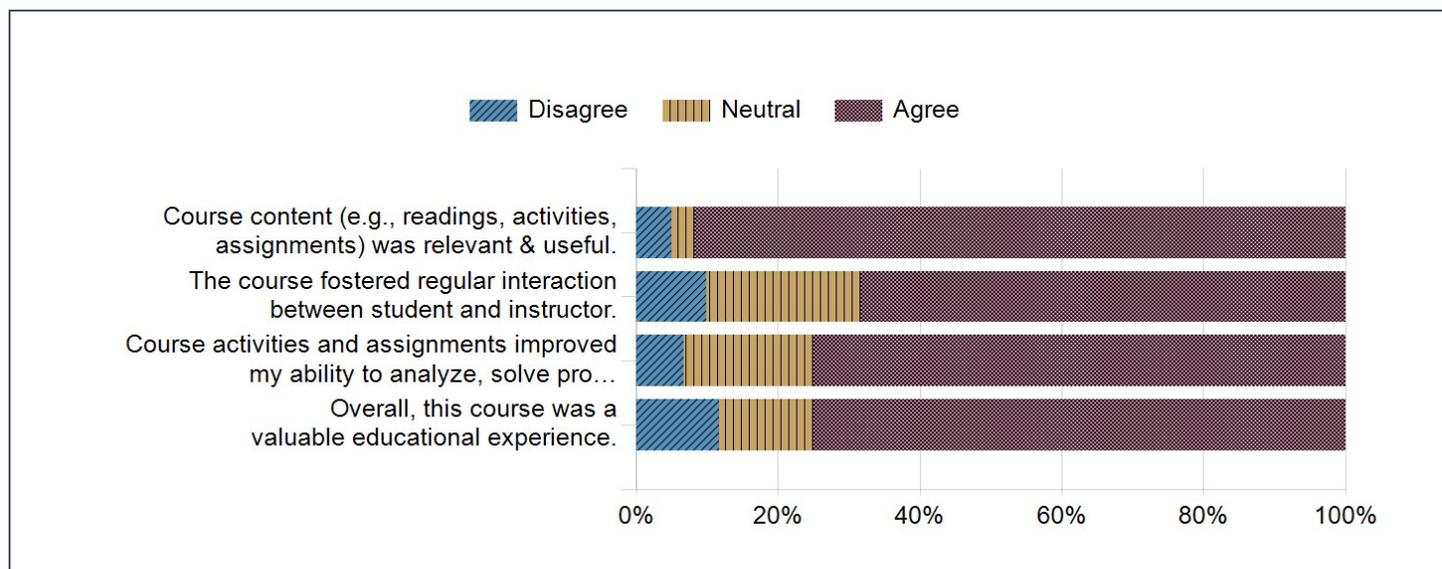
#### University Core Instructor Evaluation Questions - Aggregate Chart

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

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
The instructor was enthusiastic about the course.	0.0%	0.0%	0.0%	31.7%	68.3%	60	4.68	5.00	0.47
The instructor explained material clearly and in a way that enhanced my understanding.	0.0%	1.7%	6.7%	31.7%	60.0%	60	4.50	5.00	0.70
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0.0%	0.0%	5.0%	28.3%	66.7%	60	4.62	5.00	0.58
The instructor fostered a positive learning environment that engaged students.	0.0%	0.0%	8.3%	33.3%	58.3%	60	4.50	5.00	0.65
The instructor provided prompt and meaningful feedback on my work and performance in the course.	0.0%	15.0%	16.7%	26.7%	41.7%	60	3.95	4.00	1.10
The instructor was instrumental to my learning in the course.	0.0%	5.1%	10.2%	25.4%	59.3%	59	4.39	5.00	0.87

### University Core Course Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
Course content (e.g., readings, activities, assignments) was relevant & useful.	0.0%	5.0%	3.3%	60.0%	31.7%	60	4.18	4.00	0.72
The course fostered regular interaction between student and instructor.	0.0%	10.0%	21.7%	33.3%	35.0%	60	3.93	4.00	0.99
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	1.7%	5.0%	18.3%	43.3%	31.7%	60	3.98	4.00	0.93
Overall, this course was a valuable educational experience.	3.3%	8.3%	13.3%	41.7%	33.3%	60	3.93	4.00	1.06

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

## Free Response Section

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

Comments
Professor Dorst was awesome! I took philosophy in my senior year at high school and decided to take it again for my humanities credit this year. Professor Dorst reminded me a lot of my professor at my high school. He was extremely passionate about the class, made the class very well structured, summarized our readings perfectly, answered questions, and overall made philosophy a fun subject to learn. He was a great professor with a lot of strengths and I am very happy to have taken him!
He was passionate and spoke well, you could tell he understood the concepts.
He's kind, understanding, and willing to help.
I really enjoyed listening to his lectures because he was a great speaker and communicator. He made difficult topics seem easy to understand and his use of notes made them easier to recall as well.
Passion for the subject, explanation using examples, Steelers jokes, willingness to answer questions/engage in discussion after class.
Professor Dorst is an entertaining and concise lecturer who manages to engage the lecture hall in philosophical ponderances despite the tedium of the course content. He helped me better understand and internalize the philosophy we read (which everyone knows can be painfully inscrutable).
He was very passionate about the material, explained it very well, provided us with good readings, and communicated outside of class very well.
He is very enthusiastic about philosophy and knows what he is talking about and pulls quotes directly from the reading to help us follow along a little better.
He was amazing at providing feedback when requested.
Positive, clear, interesting, entertaining
Explaining difficult concept in a clear and concise manner that was efficient and helpful when it came time to write the papers.
Passionate about what he was teaching
The lectures were great and I learned a lot
Professor Dorst was an amazing professor! I would recommend this class to anyone. You can tell that he really cares if you understand and he explains the confusing topics in such a way that they are very clear and not confusing at all. Every time I emailed him his response was almost immediate and very helpful. I also visited his office hours and always was super friendly and eager to answer your questions. Overall he just seemed extremely knowledgeable in such a difficult topic.
Professor Dorst explained complex philosophical problems in a way that provided great clarity and a strong foundation from which to consider the readings with greater depth.
Proper pacing throughout the course. Very knowledgeable about authors and concepts. Approachable after class and during office hours.
Enthusiastic about what is being taught, explains very confusing topics in an understandable way.
Engages interest
Dr. Dorst was able to explain dense readings in a more understandable format that helped me be able to keep up in the class.
Dorst was good at explaining the material during the lectures.
His teaching style was easy to follow, with notes on the scene that was handwritten as you follow along with the thought processes of the readings. He was very nice, had some jokes, and was always open to class questions and great responses.
He was enthusiastic about the topic he was teaching and portrayed the topic very visually. He was open to questions and helped summarize concepts in simple bullet points.
knowledge
I enjoyed that he related some of the course to real life.
The notes in class really helped facilitate understanding on the different readings we did.
Professor Dorst is very intelligent and always came to class prepared with a great lesson. He was able to take obscure and difficult philosophy topics and turn them into something that we could understand
He is good at engaging the students with thought-provoking philosophical questions and represented the heart of philosophy well.
Does well in explaining the readings to help students understand the content.
The instructor explained long and complex readings that were originally difficult to understand in a clear and concise way.
Dr. Dorst is a very engaging professor who is certainly passionate and knowledgeable on his field of work. He knows how to engage with college kids and his lectures were always very informative and clear to understand.

Comments
1. Clearly explained all of the material 2. Accommodating 3. Helpful 4. Positive
very clear lectures, he seemed to want to see students succeed
Explaining questions in class
Clarified hard to understand readings
Professor Dorst explains the readings in depth during engaging lectures.
Interesting lecturer kept me engaged
The professor's enthusiasm was evident and he was really clear in his explanations of the content, which helped me understand the foundational knowledge that I needed for the assignments
Explaining complex topics in a simple and understandable way which made the readings less confusing
Knowledgeable about the field, great lecturer, down-to-earth
He is young, enthusiastic, and does a great job of leading discussions while conducting his lectures.
Professor is really good at letting us clearly and simply understand the hard philosophy readings.
The instructor was very approachable and helpful in regards to always being willing to help and provide feedback to students.
Really good at explaining hard to understand topics in simple terms.
The instructor was very easy to understand
Professor Dorst did a good job explaining some of the more confusing topics in the course
Good explanation of material; engaging lectures
The instructor explained the topics clearly and thoroughly while creating a relaxed and welcoming environment.

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

Comments
NA
N/A
I don't have anything here really.
The notes written by the instructor could at times be more detailed as sometimes what he says is more clear than what he writes down. Other than that, I have no further concerns.
I believe that Dorst was a great instructor. I cannot think of any feedback for improvement.
Nothing.
Some of the lectures are difficult to follow along with if you lose track of the topic for a minute or two.
I don't have any problems with the instructor himself. I just wish that the TA's weren't as strict with grading and providing feedback. It feels like they are treating us as philosopher majors even though this is a intro to philosophy class. It really discouraged me from wanting to take any more of these philosophy classes.
Try not to have 8:30's, a lot of thinking for it to be so early
Honestly, not much. I wish he gave use more time to look at the paper prompts. Maybe release them at the start of the week rather than friday.
Don't make class at 8:30
I think the readings were a bit confusing occasionally
n/a
I enjoyed the reading quizzes where we collaborated in small groups, and I preferred them over the multiple choice quizzes that were used earlier in the semester.
Improve how instructor goes about explaining topics that are difficult to understand like metaphysics.
N/A
Write more notes
None.
His notes weren't always clear and he did not offer a recorded lecture if you missed a class.

Comments
Some of the handwriting on the screen was difficult to read at some points, especially with the large complex words.
don't allow TA's to grade so harshly
I would suggest evaluating the ways TAs grade papers. For some students it seems like the TA is taking points off solely because they do not agree with the student.
I think annotated readings may make it easier for us to follow along with the assigned readings. Oftentimes when I was reading I was completely lost, so some guidance when reading could be encouraging
Provide more opportunities for grades besides just four papers and participation.
The only thing is that sometimes it was hard to be motivated to do the readings since he explained them anyways and the reading quizzes were passible even without reading.
N/A
Extra credit or redo opportunities should be offered
Engage students more during class
Nothing, good job!
Be more thorough and its scary to ask questions so if you think we understood no we didn't the test is difficult to interpret especially for freshmen and we need the more detailed break down.
Maybe having more time to go over each reading?
Maybe do Team-Based Learning so working with others is much easier
Perhaps introducing a complex philosophical piece before it is read could help students understand it a bit more
Please provide a more in depth explanation for how to write the essays. I thought I understood the content and used the lecture notes for my essays, but the critiques of my essays showed me that I really did not grasp most of the readings.
Maybe give more background information for the writer of each philosophy paper.
The only graded work was papers, of which was very difficult to attain a decent score. With only lectures and one discussion, little feedback was actually provided as to why such grades were being given. I tried relentlessly to reach out to my TA with little luck or insight into his thoughts other than it was "interesting"
N/a
I would have preferred if the professor had shared his class presentations for reference
Nothing
I would love to see the class become more of a discussion and less of a lecture. The way it is currently, we have two hours a week of lecture and one hour a week of discussion. My discussion section was over Zoom, which very much contributed to a culture of shyness and anonymity. It was rare that people contributed to the discussion section with questions, and actual discussion between students – rather than between student and TA – was nonexistent. Ancient Greek philosophy, which remains some of the best philosophy to date, revolved more around discussion, debate, and seminars than one person lecturing a room, even if there was some of that. (Of course, there was also boxing and wrestling, but that might be beyond the scope of this course ;)
It would help to go over some essay-writing strategies in class. I felt like writing a philosophy paper was far different than any other paper and it would help to understand better how to write one before beginning.

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

Comments
I think the course was laid out in the best way possible.
Nothing really. Everything was okay
The papers were confusing to read but Dr. Dorst would explain them well so it is ok.
Perhaps providing some additional reinforcement to the readings (eg. questions of summary sheets) would further my understanding, especially with pieces like the Adams piece and Kant piece. This would enable better understanding during the lecture, and thus even better understanding during the discussion session.
First and foremost, I believe this course should more properly be labeled "Introduction to WESTERN Philosophy" since the content of the course does not cover nor make reference to any philosophical traditions outside of the Euro-centric Western one (Professor Dorst, however, did occasionally make references to Eastern traditions during lectures). This issue of the course's labeling perturbed me because by virtue of lacking contrasting examples of philosophical thought from other traditions the course's title makes the implicit insinuation that the Western philosophical tradition is the ultimate inquiry into universal truth. Labeling the course merely as an "Introduction to Philosophy" without qualification while simultaneously only presenting one mode of philosophical inquiry (the Western mode) may lead student's to wrongly conclude that other, non-Western traditions are not not

Comments
actually philosophy and thus not worthy of consideration. I also believe that this course could benefit from more real world examples of the more historical philosophers we read. I think that assignments such as discussion posts which require students to interpret the philosophy they read through a contemporary lens and "live" more philosophically would be helpful to this end.
Having the readings assigned in the syllabus was somewhat inconvenient.
Some of the readings made no sense at all and were even difficult to follow during the lecture, so if he gave us a second resource that was reliable and able to break down all of our readings I think that would help a lot more, or even for us to review before we write the papers.
I hope the TA's are less strict on us. I get wanting to provide us motivation to improve our grades and participate more in the class, but I think they are a little too harsh.
not much
Less readings
The discussion class on Friday's could have been replaced with a normal lecture or removed altogether, I did not find them helpful at all.
As this is the first philosophy course that I have taken, and writing a philosophy paper comes with unique challenges, I think it would have been beneficial to set aside a single lecture to go over the mechanics of a philosophy paper and constructing a philosophical argument.
None.
More instruction on papers.
Online reading quizzes
None.
The course was dependent on four papers that each held a heavy part of your final grade which made it difficult to have a good grade in the class. The class was focused on understanding the philosophy not teaching you how to write.
The course material was well provided and easily accessible online as well, as I had the physical book rented from the bookstore that I purchased, as the online ones are free. Wish I knew they were all able to be found online for no charge.
I would suggest mini online multiple choice quizzes to help students know where they are lacking understanding in the materials and be able to learn deeper in those areas rather than believing they had understood the materials when they only know generalizations or the surface level of the concept.
essays are graded too harshly
I would suggest adding more assignments.
I think it would be more helpful if the rubric for the papers were clearer or if there was more example papers of what is expected.
I think a couple mini assignments throughout the semester could be a nice cushion for the papers. Just a couple smaller assignments other than reading quizzes to help make up some of the points we lose on the papers.
Give more assignments related to the readings for grades
Possibly including a few more assignments.
It would be helpful to have some additional assignments instead of the grade being almost entirely based on four papers. Also, it would be helpful if the TA showed where students lost points on the papers using a rubric, since it was hard to know exactly where the grade was coming from given only the comments.
Nothing, it was an appropriate amount of work for an intro level class.
I think this class would be better during a later period in the day.
More assignments so we have wiggle room grade wise
The course is well organized. Releasing the essay prompts two weeks in advance instead of one would be helpful. I think it is helpful to be able to read the content with the essay prompt in mind, because it allows me to make more relevant notes.
Not only having the papers and scattered reading quizzes as grades because it makes it hard to succeed. More comprehension assignments to help understand the reading.
Some of the readings were really long which made it harder to read them thoroughly without getting distracted, so maybe assigning shorter sections
Maybe consider different areas of philosophy to talk about
N/A
Start doing simple comprehension quizzes to let students know if they actually understand the readings from class.
Give us more insight on how to write good philosophy paper, sometimes feel really lost to construct the paper.
Being an introduction course, other assessments or assignments need to be given other than just paper grades that dramatically

Comments
impact the overall grade.
It might be helpful to show students how to break down philosophical text.
I found that the class went too fast during the sections about Descartes and mind–body dualism
Nothing I can think of
Materials: I'd love to see fewer materials from modern, academic, ivory–tower philosophers and more from heterodox philosophers: potentially people like Ayn Rand, who attempted to reimagine all of philosophy by herself, or even people who have made substantial contributions to human wisdom but wouldn't be considered philosophers by the standard definition, such as Charlie Munger and Naval Ravikant. I'd also love a greater focus on what most of the world's greatest philosophers considered the central question of philosophy: how to live a good life, rather than unanswerable semantic questions of metaphysics and epistemology.
Organization: Like I said earlier, a format of much more discussion and much less lecturing would be better.
Assignments: This was one part of the course that I thought was great. I liked the prompt flexibility, and the ability to argue either side.
I'm not entirely sure how to change this, but the discussion rooms tended to be quiet with only some people speaking. It would be cool to find a way to hear from more people.

**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
Critical thinking skills, writing skills, social skills. Learning to ask questions.
I learned how to think abstractly.
Definitely critical thinking
The units on justice as well as ethics were probably my favorite, and thus what I feel will have the greatest impact within my future. Lots of the material which is learned is thought provoking, even though there may not be a clear answer to many of the questions. Last of all, I cannot conclude this evaluation without appreciating Dr. Dorst being a fan of the Pittsburgh Steelers!
The critical and analytical thinking skills I developed while struggling with the readings and essays in this course will be invaluable to my future career in law.
Learning how to efficiently refute ideas that you disagree with.
I learned more about critical thinking skills when analyzing an argument and how to input my responses either for or against their argument in an educated manner.
Critical thinking
learned to thinking about difficult concepts that I find confusing.
Thinking critically
I think the skills I learned were how to properly write a paper
Different ways to describe and analyze texts, and how to build an appropriate argument.
This course inspired me to reassess the beliefs and values that I have long held and questioned very little.
Proper academic writing, proper APA citation, communication with professor, and determination to succeed.
I learned a lot about philosophy, something I knew nothing about.
Philosophical thinking
I learned how to better format papers based on texts that are non–narrative, although I am still not all that great.
Writing an argument
The ability to understand philosophical thought, human existence, and different theories that are interesting to discuss and share opinions of.
The course emphasized the need for critical thinking and analysis when reading the writings. This is essential for future classes in not only memorizing the materials but also understanding it and how they can be applied.
I learned how to write a paper on philosophy. I've never done that before and it was very interesting and gave me a new way to think about how I approach problems
critical thinking, thought articulation in writing
I learned how to think slightly different about life issues.
I learned how to think about complex philosophical issues, which could be translated to other complex thinking I will do in the future.

Comments
This course also helped me grow as a writer.
Learning about God, moral responsibility, and ethics will resonate the most with me and lead to personal growth.
I learned to better articulate and provide evidence to my ideas and beliefs.
N/A
Critical thinking, introductory philosophy topics, and a general knowledge about philosophy
How to write a paper terribly
I will definitely be using the analytical skills I developed in this class to think beyond what I think is straightforward
I developed critical thinking skills that help me understand readings from centuries ago and develop arguments from my own thoughts and beliefs
Essay writing
I learned how other kids my age think, especially in regards to religion and morals.
For me it would be the way of how to think a problem in a critical way.
N/A
Abstract thought/creativity.
The class has improved my argumentative paper-writing abilities
Good foundation for further study of philosophy
The class taught me how to think more deeply and ways to assess both arguments in general and questions that relate to life and purpose.