

Project Title: **University of Florida GatorEvals – Fall 2021**Courses Audience: **28**
Responses Received: **23**
Response Ratio: **82.1%**Instructors Audience: **28**
Responses Received: **23**
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Report Comments

INTRODUCTION

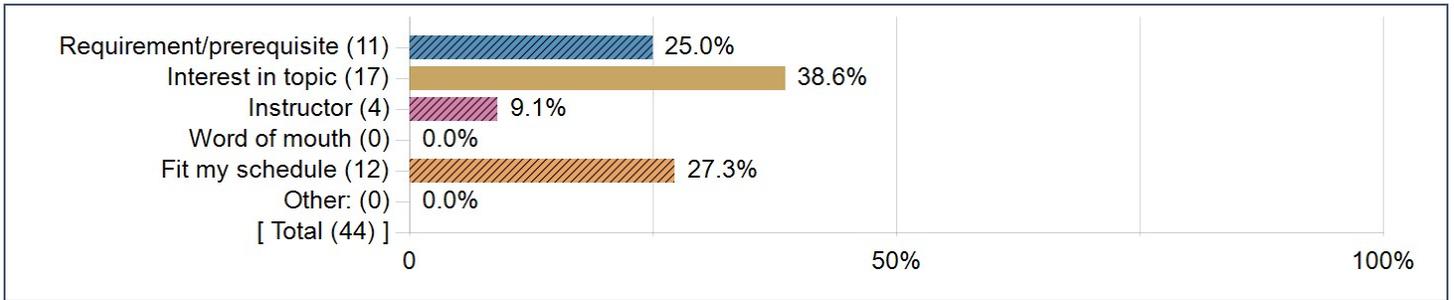
Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction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

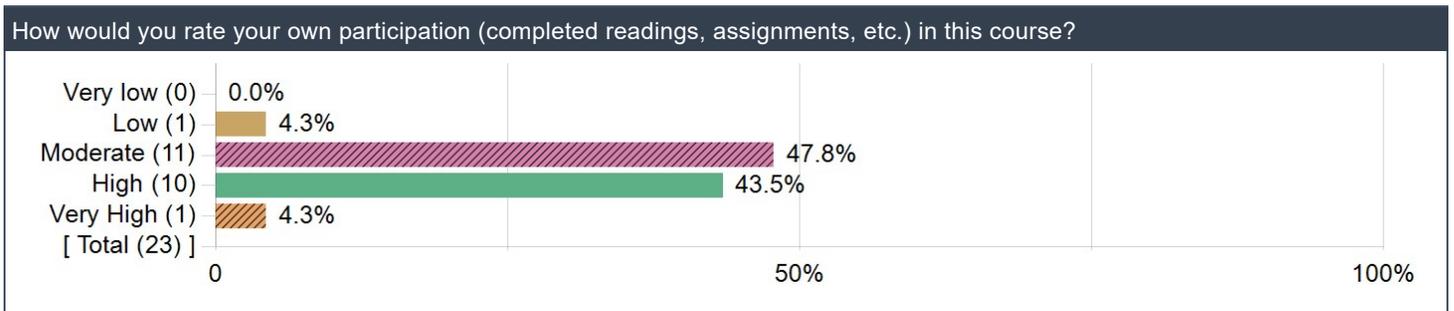


Student Self-Evaluation Questions

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

The instructor was enthusiastic about the course.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.83	4.93	4.60	4.78	4.44	4.69	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.60	4.78	-	-	-	-	
The instructor explained material clearly and in a way that enhanced my understanding.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.57	4.62	4.29	4.60	4.18	4.53	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.29	4.60	-	-	-	-	
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.96	4.98	4.51	4.71	4.39	4.64	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.51	4.71	-	-	-	-	
The instructor fostered a positive learning environment that engaged students.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.74	4.86	4.37	4.64	4.30	4.61	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.37	4.64	-	-	-	-	
The instructor provided prompt and meaningful feedback on my work and performance in the course.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.78	4.89	4.12	4.47	4.12	4.49	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.12	4.47	-	-	-	-	
The instructor was instrumental to my learning in the course.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.61	4.78	4.18	4.55	4.07	4.50	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.18	4.55	-	-	-	-	
Overall								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.75	-	4.34	-	4.25	-	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.34	-	-	-	-	-	

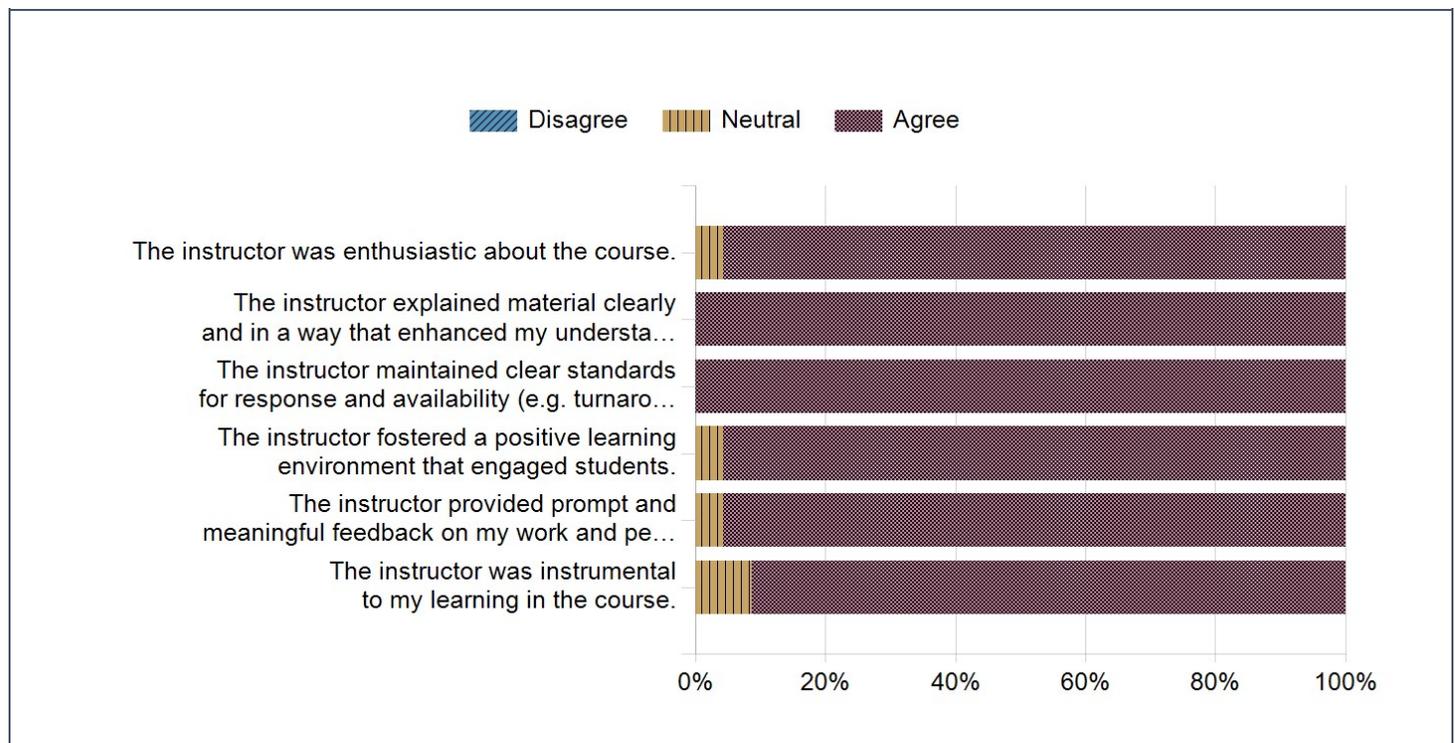
University Core Course Evaluation Questions

Course content (e.g., readings, activities, assignments) was relevant & useful.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.43	4.54	4.24	4.34	4.20	4.32	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.24	4.34	-	-	-	-	
The course fostered regular interaction between student and instructor.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.65	4.73	4.11	4.27	3.94	4.16	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.11	4.27	-	-	-	-	
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.52	4.68	4.20	4.36	4.14	4.30	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.20	4.36	-	-	-	-	
Overall, this course was a valuable educational experience.								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.43	4.62	4.13	4.33	4.16	4.36	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.13	4.33	-	-	-	-	
Overall								
	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM	
Overall	82.1%	4.51	-	4.17	-	4.11	-	
DPT Mean - Undergrad-LAS(LS)-Philosophy	-	4.17	-	-	-	-	-	

Aggregate Evaluation Results

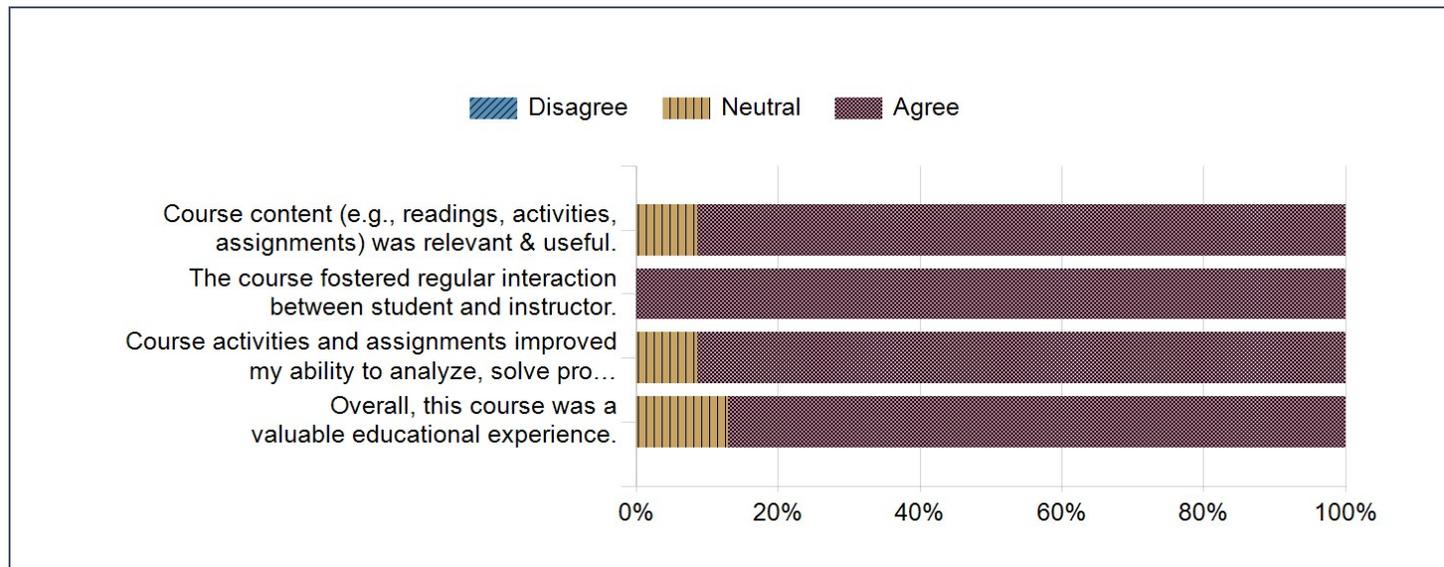
University Core Instructor Evaluation Questions - Aggregate Chart

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%	4.3%	8.7%	87.0%	23	4.83	5.00	0.49
The instructor explained material clearly and in a way that enhanced my understanding.	0.0%	0.0%	0.0%	43.5%	56.5%	23	4.57	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%	4.3%	95.7%	23	4.96	5.00	0.21
The instructor fostered a positive learning environment that engaged students.	0.0%	0.0%	4.3%	17.4%	78.3%	23	4.74	5.00	0.54
The instructor provided prompt and meaningful feedback on my work and performance in the course.	0.0%	0.0%	4.3%	13.0%	82.6%	23	4.78	5.00	0.52
The instructor was instrumental to my learning in the course.	0.0%	0.0%	8.7%	21.7%	69.6%	23	4.61	5.00	0.66

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%	8.7%	39.1%	52.2%	23	4.43	5.00	0.66
The course fostered regular interaction between student and instructor.	0.0%	0.0%	0.0%	34.8%	65.2%	23	4.65	5.00	0.49
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	0.0%	0.0%	8.7%	30.4%	60.9%	23	4.52	5.00	0.67
Overall, this course was a valuable educational experience.	0.0%	0.0%	13.0%	30.4%	56.5%	23	4.43	5.00	0.73

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
Excellent Lecturer with detailed and readily available explanations to seemingly any question pertaining to the course material. Overall an extremely knowledgeable and helpful professor.
Chris is very knowladgble about a lot of different scienitific topics, and he was able to give understandable exammples as a result that almost always gave me a clearer understanding of the topic we were talking about. I also appreciated how he'd illustrate those examples on the board.
Professor Dorst has a true passion for what he teaches, his enthusiasm is impossible to hide. His lectures helped me work though the concepts and readings we were working with, often sparking new questions.
Very approachable and charismatic but also highly informed and educated. Dr. Dorst fostered a warm, safe classroom environment that allowed us to challenge and critique within his lectures and about the class materials.
Professor Dorst does a good job explaining the readings in class. He highlights important points and knows how to structure/tie together his explanations to make the theories make sense.
Professor Dorst was very knowledgeable and enthusiastic about the content. His instructive style works very well for a philosophy course. He was also very accommodating during this very strange time.
Explains things thoroughly and always made sure everyone understood the course content. He was very considerate and understanding and made the course very enjoyable.
Dr. Dorst created an environment for learning that showed the importance of the material for the world beyond the course, and in a way that made me interested in further learning of the topics. The intention he mentioned to me on multiple occasions was to learn consider a new argument then consider what could be wrong with it, followed immediately by a refutation by another philosopher, I found myself almost excited to find out what would happen next as much as a student could say for any assigned readings. Dr. Dorst was very professional with the beliefs of and views of students as well, he was excellent at providing an unbiased and focused course.
Very good at summarizing and explaining the content of the readings while keeping the lectures interesting and engaging.
Prof. Dorst was very good at explaining complicated thoughts in easy to understand ways!
Very knowledgable about the topics in question which were really hard. His knowledge helped when I had questions or doubts. The pauses whenever everybody seemed confused also helped since it served as a check in what needed more explanation.
great at explaining content, kept things interesting
Great at explaining the difficult topics from the readings in simple ways that allowed the students to understand the philosophers ideas.
Enthusiastic
The instructor made his care for students abundantly obvious. He always offered to answer any questions and would be very flexible with office hours and appointments to help students. He made it very clear what readings were required before the next class and explained things in a way that's easy for students to comprehend.
Dr. Dorst was thorough in his explanations, giving a sufficient plethora of examples and perspectives to help understand theories, with philosophical context.
the instructor was very enthusiastic about what we were learning about, which made learning the material through lecture much easier.
He was really passionate about the material and making sure that the students understood it.
Responded to every student's comment or idea, very clear about what he wanted from assignments/papers, covered topics very well, and always made sure we understood what his point was after discussing something.
Prof. Dorst has a positive temperament. His youth and good-looks provide a freshness and warmth to the dense and somewhat cold philosophical reasonings.

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

Comments
Grading on papers/exams seems to be a bit harsh.
I enjoyed the course but I wish we got to cover more readings. A lot of the theories do take a lot of time to understand, but I felt like the opposing theory we'd learn after would help clarify the previous theory.
Great job! Can't wait to take your class again the Spring!
I would assign less in-class discussions and more take-home papers.
In the zoom breakout rooms, if it is possible, putting up the question for the quizzes in the chat box would be convenient. I only attended two zoom sessions, but that is probably the only thing I can think of in terms of feedback.
Less time could be spent summarizing the readings and more time could be spent on analysis.
Often class felt like simply a summary of the readings. It would have been nice to go a little more in depth on some material in our class meetings (aside from the student-to-student discussions).
Sometimes, the content was complicated and needed further explanation. Although the analogies and examples helped a lot.
n/a
Keep everything the same!
Maybe a few more different assignments to help students boost their grade, but other than that it is very well rounded.
n/a
maybe to a brief overview at the start of class about the reading and then go in depth with the material
Maybe be a little more careful to remember that people interested in philosophy without a background in science may be taking this course when discussing/grading scientific concepts.
n/a
It always felt as if Prof. Dorst had not fully assimilated the course content. I always felt as if I was attempting to understand the reading critically at the same as he was. In other words, his demeanor could be more authoritative. From the way he approached his teaching, it always sounded as if he was apprehensive or unknowing. I know this is not the case, as I have read some of his publications. Maybe this approach was guided by him trying to put his feet in the shoes of the students in conjunction with him being such a young professor. However, it seemed too elementary, as if he felt that the students could not follow some serious dialogue. I do not like the incessant use of the white board to write down every thought and word that was said in class. This gave off a hesitant and unassuming vibe (as if he was unsure of his ability to adequately teach the content and string together the concepts with speech). This is my most significant critique. It seemed tedious, slow-paced, and a waste of time. I would have liked for Dorst to give strong and compelling lectures, maybe even show video lectures and interviews from the authors we were considering (there are a ton online which are not only stimulating but also comprehensive). In short, the class was boring. This may in part be due to a partial lack of interest in the topic, but I do not think that is entirely the case. Every class period I felt as if I was being dragged along a slow and tedious dissemination of wordy and ultimately meaningless jargon. But, I do not want to feel this way about philosophy. The content should be seen as fascinating to young minds. We are probing at the limits of human understanding; attempting to reason against the abysmal void of the universe; To make sense of the human condition, of decision making, and of the nature of the scientific quest.

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

Comments
N/A; course is structured well.
Drop the natural, just Philosophy of Science.
The course grade on Canvas does not, any given moment, factor in the weight of all possible assignments. Therefore, I couldn't get an accurate, reliable tally of my standing in the class. Very frustrating.
The text is often very boring and difficult to understand. Without the professor's input, the authors message might be lost on me.
Maybe guided reading questions for practice or for grading to better understand the material outside of class. I have ADHD and really struggle reading such dense readings, easy to lose sight of the main ideas. I found myself heavily relying on class notes and extracurricular material.
None :). I loved the content of the course and the assignments were relevant to that content.
None!
There is not much that could be done to improve this other than only one reading per week whenever they were heavy and complicated.
i think exploring more about the authors and the field of phil of natural sci in general would be interesting, who are the main players etc
Nothing, the class was great!
Nothing; all due dates were posted far in advance and expectations were clear.
Suggestions to improve the course include offering more opportunities for students to engage with the material, which would make the papers not weighted as heavily, giving students the opportunity to get a high grade in the class. Another suggestion may be offering supplemental materials for students to further engage with the material, as desired.
topics can be very confusing at times not sure how to remedy that but just wanted to say
n/a
Novel methods of dissemination.

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
Ability to think critically about and analyze philosophy.
I felt like this course was really challenging in a good way, given that I was unfamiliar with any of topics prior to taking this course and I felt like I really pushed myself to understand new topics. It definantly increased my analysi skills; because of the order the course material is presented, I was able to think to previous readings in order to better understand the current one.
This class requires critical thinking and analysis everyday! As someone in a pre-legal track, I truly benefited from thinking so critically.
(Not applicable.)
Critical thinking
Critical Thinking, greater understanding of semantics role in science/philosophy as well as determining what information is credible and what needs further review. What makes Science different from Pseudoscience.
I don't think any of the specific topics will be applicable to what I will be doing (medicine), but I do believe that the critical thinking skills used are valuable.
Realism vs. anti-realism, but most of all the better understanding of the question "What is science?".
Definitely analyzing given that the content was so complicated, it needed to be analyzed carefully.
analyzing the complex pieces and formulating my opinions and criticisms of them
Critical thinking, skepticism
I learned how to think critically and question everything!
Skills developed in this course include but are not limited to critical thinking and analyzing arguments.
i learned how to think very analytically and always be searching for a new answer which i think will help me in my future career
As with any philosophy course, it greatly helped with critical thinking, but specifically this helped with how to conceptualize and think about complex scientific issues.

