



Dear Professor Robert Howton:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for PHILOSOPHY OF MIND(PHIL-1440)-1100.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

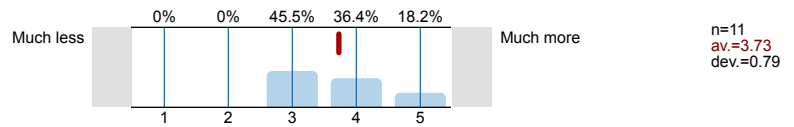
# Professor Robert Howton

PHILOSOPHY OF MIND(PHIL-1440)-11002164\_UPITT\_PHIL\_1440\_SEC1100  
Spring 2016  
11 RESPONDENTS = 78.57% OF NUMBER REGISTERED

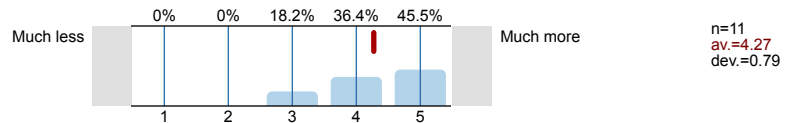


## 1. SELF RATINGS

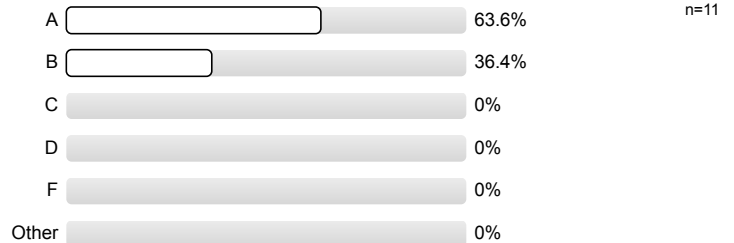
- 1.1) Compared to other courses at the same level, the amount of work I did was:



- 1.2) In this course I have learned:

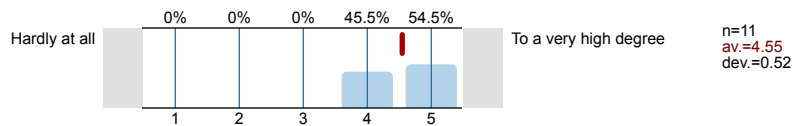


- 1.3) The grade I expect in this course is:

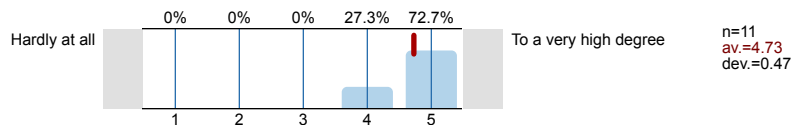


## 2. TEACHING EVALUATION

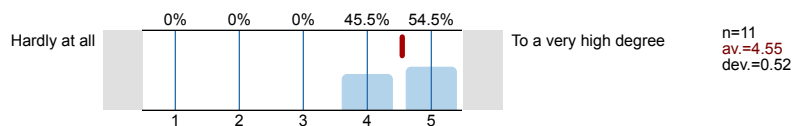
- 2.1) The instructor presented the course in an organized manner.



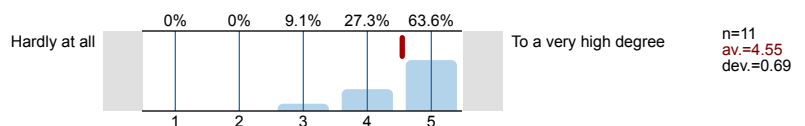
- 2.2) The instructor stimulated my thinking.



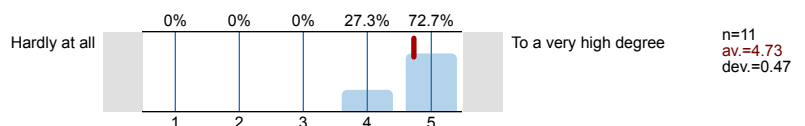
- 2.3) The instructor evaluated my work fairly.



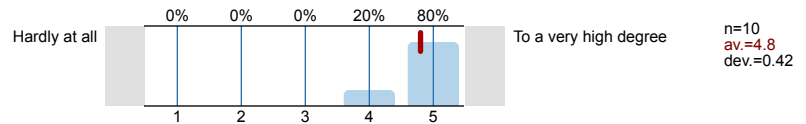
- 2.4) The instructor made good use of examples to clarify concepts.



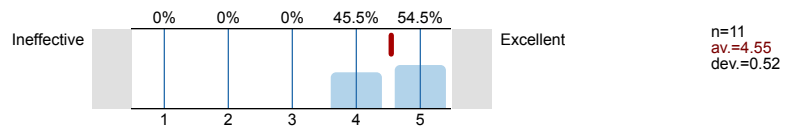
- 2.5) The instructor maintained a good learning environment.



2.6) The instructor was accessible to students. (Do not answer if no basis to judge)



2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



2.8) Would you recommend this course to other students?



2.9) Would you recommend this instructor to other students?



### 3. TEACHING COMMENTS

3.1) What were the instructor's major strengths?

- Clarification of concepts and explaining
- Extremely knowledgeable and organized.
- Giving out lecture notes for every unit was a major help for getting the major points of each lecture and consolidating the material in a very organized manner. Also he heavily encouraged sending him drafts of all of our writing so he can give us comments and help us improve the piece before turning it in. He gave great examples, and was very effective at explaining difficult material. He also made himself available outside of office hours if needed.
- Great class handouts. Very good at providing examples.
- Organization, and accessibility
- Presented the philosophy in an organized way. Made learning the concepts a lot easier.
- The course was well organized and well laid out.
- There was an appropriate balance between maintaining a constructive learning environment, while still ensuring that everyone felt comfortable to speak their mind and ask questions. The discussion matched with the lectures was engaging and beneficial. Also, the information was organized in a chronological way so I could really see how all the different theories of mind related to each other and built off ones from the past.
- knowledge of the material, very personable

3.2) What were the instructor's major weaknesses?

- ...
- Not really any weaknesses. It may be a little helpful to give students an example of what a good long answer on exams looks like, just to show exactly what is being looked for. Other than that, I have nothing else to say.
- Office hours
- Sometimes had trouble differentiating between different types of concepts (I.e. great job explaining folk psychology but had trouble understanding FP in the grand scheme of Phil of Mind)
- The class was really interesting, however I feel like the only times we really practiced writing skills were on the exams. There was also no feedback on the quizzes, so I was unsure how well I was doing during the course.
- There was a commitment to a sort of rigid categorization of philosophical positions and sub genera that I feel misrepresents the real state of affairs.

- my personal weakness is the inability to tell other people what their weaknesses is--you done good in my opinion

#### 4. COURSE COMMENTS

4.1) What aspects of this course were most beneficial to you?

- Being the lead discussant was beneficial to me because it forced me to really engage with the material and understand how it fit together with other ideas.
- Lecture
- My reading, reasoning, and writing skills were definitely improved throughout the course. I got a more in depth look at a branch of philosophy which I have only had a small understanding prior to this course. I also became familiar with more technical philosophical terms, which will be very helpful for the rest of my education, and reading philosophy on my own.
- Reading list
- The lecture notes were very helpful in learning the material.
- The philosophy
- the lecture notes really helped to follow along in lecture, and were very useful study materials

4.2) What suggestions do you have to improve the course?

- Additional writing practice
- Maybe key points at the end of each lecture notes highlighting the most important concepts.
- More feedback on quizzes and more writing assignments like the ones put on the tests.
- More original material in lecture to support the material from the handout
- Perhaps less itimezed, note based, lecture. More direct discussion with the student would be more helpful.
- There's not nuh I have to say about this. Students are given many opportunities to improve grades throughout the semester. The material was all connected and built off of itself. Really great course.
- reduce the readings--there were some that didn't seem entirely necessary to learn the material and after observing this earlier in the semester, I became less likely to read the material (not a good explanation, sorry!)

# Profile

Subunit: A&S-PHIL UPPER LEVEL  
 Name of the instructor: Professor Robert Howton,  
 Name of the course: PHILOSOPHY OF MIND(PHIL-1440)-1100  
 (Name of the survey)

Values used in the profile line: Mean

## 1. SELF RATINGS

1.1) Compared to other courses at the same level, the amount of work I did was:	Much less					Much more	n=11	av.=3.73 md=4.00 dev.=0.79
1.2) In this course I have learned:	Much less					Much more	n=11	av.=4.27 md=4.00 dev.=0.79

## 2. TEACHING EVALUATION

2.1) The instructor presented the course in an organized manner.	Hardly at all					To a very high degree	n=11	av.=4.55 md=5.00 dev.=0.52
2.2) The instructor stimulated my thinking.	Hardly at all					To a very high degree	n=11	av.=4.73 md=5.00 dev.=0.47
2.3) The instructor evaluated my work fairly.	Hardly at all					To a very high degree	n=11	av.=4.55 md=5.00 dev.=0.52
2.4) The instructor made good use of examples to clarify concepts.	Hardly at all					To a very high degree	n=11	av.=4.55 md=5.00 dev.=0.69
2.5) The instructor maintained a good learning environment.	Hardly at all					To a very high degree	n=11	av.=4.73 md=5.00 dev.=0.47
2.6) The instructor was accessible to students. (Do not answer if no basis to judge)	Hardly at all					To a very high degree	n=10	av.=4.80 md=5.00 dev.=0.42
2.7) Express your judgment of the instructor's overall teaching effectiveness:	Ineffective					Excellent	n=11	av.=4.55 md=5.00 dev.=0.52