



Spring 2018 - Robert Howton PHIL 0210 - HISTORY OF MODERN PHILOSOPHY - 1050 - Lecture

Project Title: **2184- Teaching Survey Spring 2018**

Total Enrollment: **111**

Responses Received: **63**

Response Rate: **56.76%**

Subject Details

Name	PHIL 0210 - HISTORY OF MODERN PHILOSOPHY - 1050 - Lecture
DEPARTMENT_CD	PHIL
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	24645
COURSE_NUMBER	210
SECTION_NUMBER	1050
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Robert
Last Name	Howton
RANK_DESCR	Lecturer
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

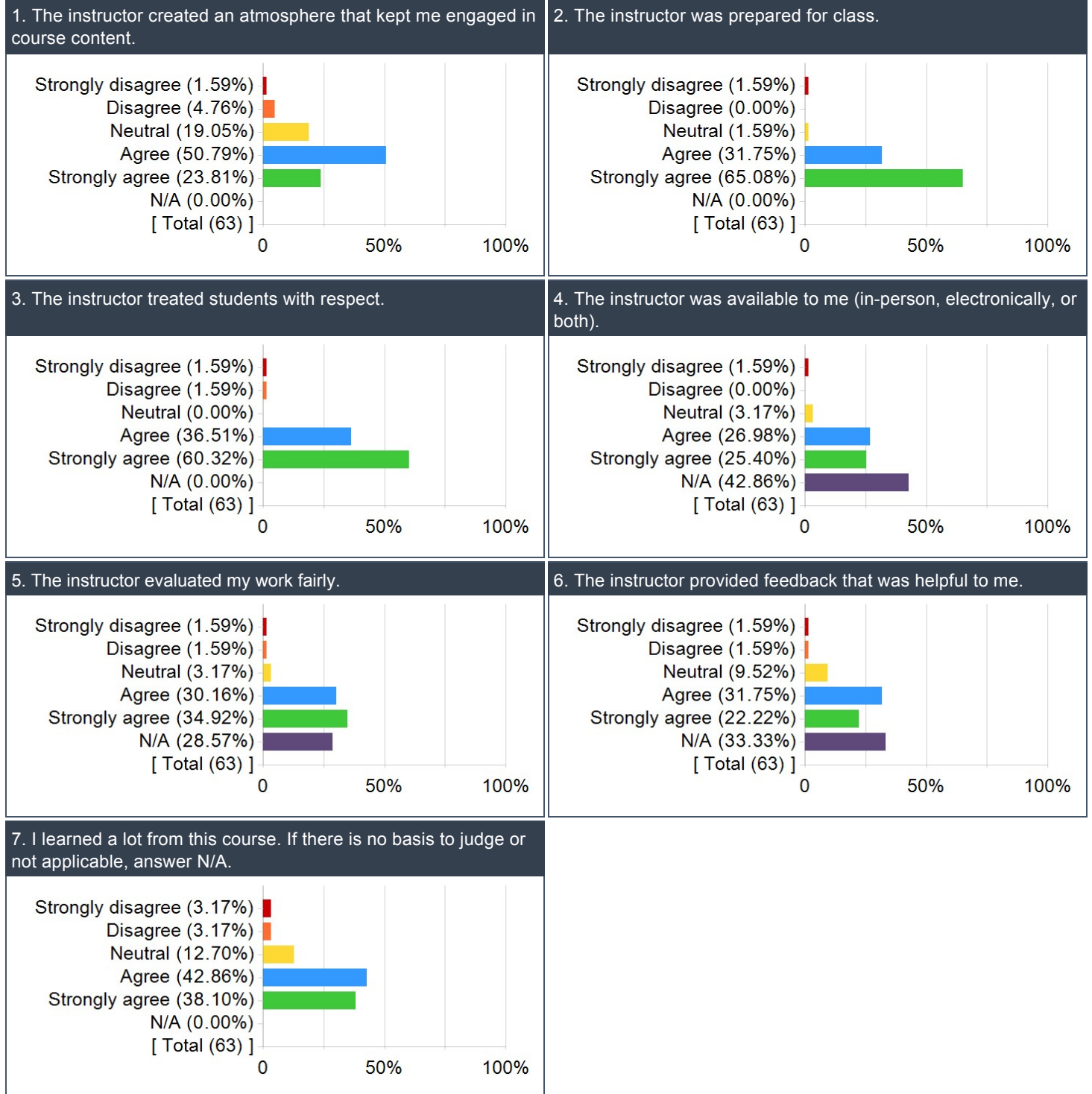
Creation Date: **Mon, Jun 04, 2018**

Arts and Sciences Questions

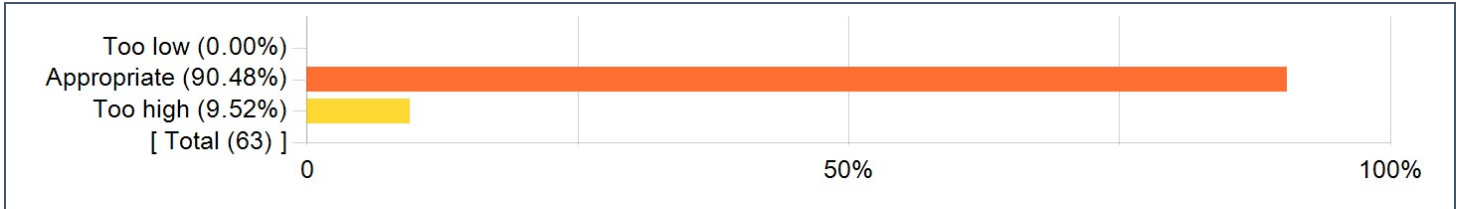
Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Mean	Response Count	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	3.90	63	0.87
The instructor was prepared for class.	4.59	63	0.69
The instructor treated students with respect.	4.52	63	0.74
The instructor was available to me (in-person, electronically, or both).	4.31	36	0.82
The instructor evaluated my work fairly.	4.33	45	0.85
The instructor provided feedback that was helpful to me.	4.07	42	0.89
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	4.10	63	0.96

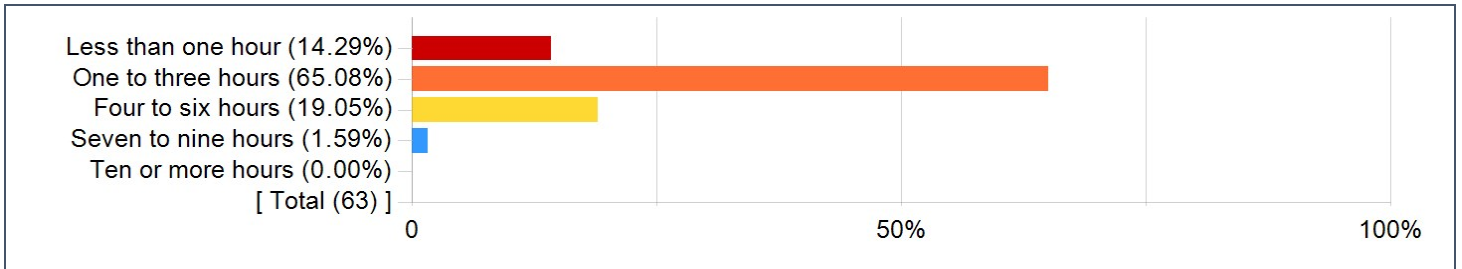
Detailed Responses



The standards the instructor set for me were:



How many hours per week did you usually spend working on this course outside of classroom time?



Comments

What did you like best about how the course was taught?

Comments
The professor for this course is one of the best I have had at this university so far. I like how he lays out the readings in a way that's a lot easier to understand in the powerpoints.
I liked how the lecture slides were available online before class, so that students could print them out and take notes on information presented by the instructor that were not on the slides.
The progression of philosophical ideas was easy to follow, and seemed like a story that one could easily remember, rather than a jumbling of fragments of ideas from different people in different times
The environment of the lecture and how well-spoken the professor was.
I liked how we talked about the very broad questions that helped us to dive deeper into certain theories and writing works.
Robbie is such a charismatic lecturer, so that really helped me get through the difficult content. Plus, I very much liked how he "prepped" us for the reading that week. Having the background knowledge really made the actual reading much smoother.
Robert is a great public speaker and knew what he was talking about; he was able to answer any questions that people had over the course of the class. The powerpoints for the readings SAVED me—they're incredibly helpful!
I really appreciated how organized the presented material was. Especially in a philosophy course with a lot of tangential information, it was helpful to be able to refer back to the main structure/goal of the course.
I liked how it tracked the development of philosophy and the continuity between philosophers.
Had a clear structure and clear expectations
Robert is passionate about philosophy and deliver a clear lecture.
Professor Howton made a considerable effort to relate all new ideas to things we had already learned and made some of the tougher concepts more digestible.
The lectures and lecture slides were very helpful in understanding the readings. Having the slides available on course web was also fantastic. Teacher was always willing to answer questions regardless of the large class.
Lots of help with interpreting the readings
I liked that he would pause for questions because a lot of the responses he gave to the questions others students asked clarified a lot. He also didn't just read straight off the slides. It was also very helpful how he connected the new material to what was previously learned (comparing and contrasting the beliefs of the philosophers).
I liked how the professor went over the readings and outlined arguments thoroughly, it made them easier to understand
Professor Howton taught a well-organized class and gave an efficient overview of the material while clearly outlining what information students were expected to know.
The powerpoints were helpful. Reviewing the previous lectures main points for the first little bit of lecture was very helpful also.
n/a
Robert was a very engaging individual
Its chronological order.
It was thought provoking in how it was taught
I really liked how he talked about philosophy and how he outlined each argument. It really helped me clearly understand and learn each concept.
Professor Howton always did a very good job of having examples or analogies that were easy to comprehend for very complex philosophical problems.
I liked that we were provided the lecture slides to write notes on. Dr. Howton was so passionate and knowledgeable about the material and it really showed.
His slides are very, very helpful.
Nothing against the professor, I just don't have an interest in philosophy. He's clearly passionate about it, I think the course is geared towards those who have a high interest in the subject as well.
He is very passionate about what he is talking about.
Good speaker
the structure was really good. The way ideas built on each other
Power points helped break down what was being said in complex passages.
I liked that Prof. Howton was really into the material. You can tell that he is truly passionate about the ideas that he teaches.

Comments
Howton did an excellent job breaking down the different arguments and making them easier to understand.
Super slow pace means nothing really gets covered.
Professor Howton pulls information directly from the class slides to make into exam questions. This makes studying easy and conducive.
It had a visial powerpoint
Very engaging lectures with helpful lecture slides for reference
The professor was constantly stopping after a section and answer any and all questions pertaining to to the material in that section, and did so in a easy to understand way.
The material was broken down before the reading was done so that it was more easily understandable and readable. The lecture slides are precise and to the point.
I liked how the notes were outlined. Class was set-up to be pretty easy to follow.
Dr. Howton was very engaged with the material and always enthusiastic in lecture. Though the readings could sometimes be dry, hearing his presentation of the material made it much more understandable.
The outlines provided were great and greatly clarified the readings assigned
the professor was good at preparing us for the tests
Easy to understand
I liked that the instructor provided a clear answer to difficult material.
Instructor was engaged with the students just enough to keep our attention focused, but not too much to distract from the material.

If you were teaching this course, what would you do differently?

Comments
Nothing.
I would increase the use of visuals, either on the slides or on the chalkboard.
Create a clearer, more reliable syllabus
Give review sheets as somewhat of a study guide for important concepts.
I would make the recitations a little more rewarding, it seemed as though it became repetitive and redundant towards the end of the semester.
N/A.
Personally I'm not the most interested in philosophy, so maybe spicing up the powerpoints with some visuals/videos would be beneficial to keep people focused during class?
Maybe use shorter quotes in the powerpoints. We're supposed to be reading the material anyway, and the long quotes take up a lot of class time.
I wouldn't have put Berkeley before Locke, and would have read sections from Critique of Pure Reason instead of the Prolegomena.
Nothing
Maybe have short quizzes in recitations? I think the best way of succeeding in the course is to think about the ideas outside of class as much as possible and having recitation quizzes would help to cement that.
I thought the class was great! Nothing I would really change.
For a non-philosophy major, this was a slightly dry course, but maybe thats just a me problem
I would not take questions until the end because sometimes the questions take too long and then we go over the lecture time, making it harder to pay attention
Nothing.
Put it into simpler language for people taking the class for a general education requirement. Sometimes he went on about topics and completely lost me in his wording.
n/a
I would maybe engage the class in different ways. Coming every day just to take notes from slides is kind of tiresome
Nothing.
None
There's nothing that I would really change, I thought it was taught very well. Perhaps spend a little more time on Hume.
I would make the readings shorter because sometimes they were really long. I would also try to make things a little more engaging

Comments
and slow down the lectures, especially the tougher ones.
My only criticism is that he often let us out late, and lectured past the end of the class.
There were a lot of powerpoint slides where there was a just a picture of who he was talking about, then he'd give a lot of info about them and their philosophy. But he talked fast and I missed a lot of information. Please put more info on your slides, rather than just talking. But your verbal comments that accompanied slides were helpful.
Provide clearer outlines on which arguments we need to know for tests.
Gotta make it more engaging and interesting
explain a biiiiiitttt more how the philosophers are different from each other. how they compare
Find a way to make class more interesting and not so much reading form the slides.
I would make the pace a little slower personally. Especially with the more abstract ideas of the philosophers we discussed, I thought that sometimes it all felt like a huge wave of ideas and information washing over me and it was overwhelming at times.
I'd try to avoid switching up the readings so often and wouldn't put as heavy of a focus on the prolegomena.
Nothing
The essay prompts are wack. A block quote is given from an author we read and we are told to give an argument for or against it. However, the directions given for that prompt seem misaligned with the quotations we are given. The essays are hard to write as a result of that and I don't think I gain anything more than I would form another structure.
Nothing
Not put entire paragraphs directly from the material on the slides and then read them word for word in class
Provide study guides or practice exams to actually have students prepare better
Spend a little less time on Descartes in the beginning and a little more time on the middle philosophers like Berkeley, Locke, and Hume.
The recitations were really disorganized due to lack of structure for the discussions set up. No body paid attention and it was mostly a waste of time and lead mostly to more confusion.
try to make the reading easier to follow and understand
N/A
Longer class for more discussion.