

PHIL 3372 (05): Philosophy of Science

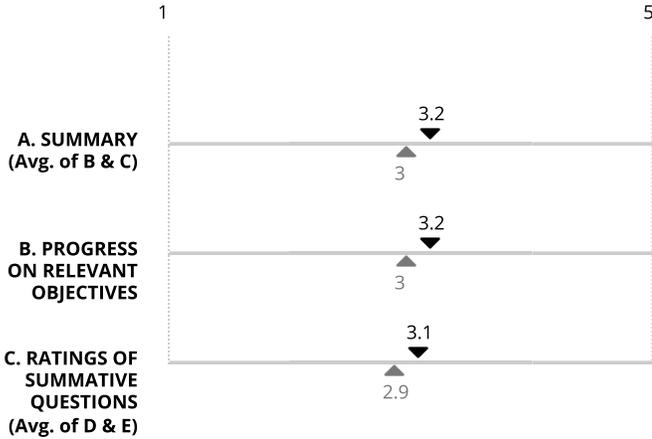
Fall 2019 | Thomas Brommage | Course CIP Code: 38.0101

26 | Students Enrolled
 14 | Students Responded
 53.85% | Response Rate

Summative

- ▼ | Adjusted
- ▲ | Raw
- ▭ | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	3	3.2
E. Excellent Course	2.8	3.1

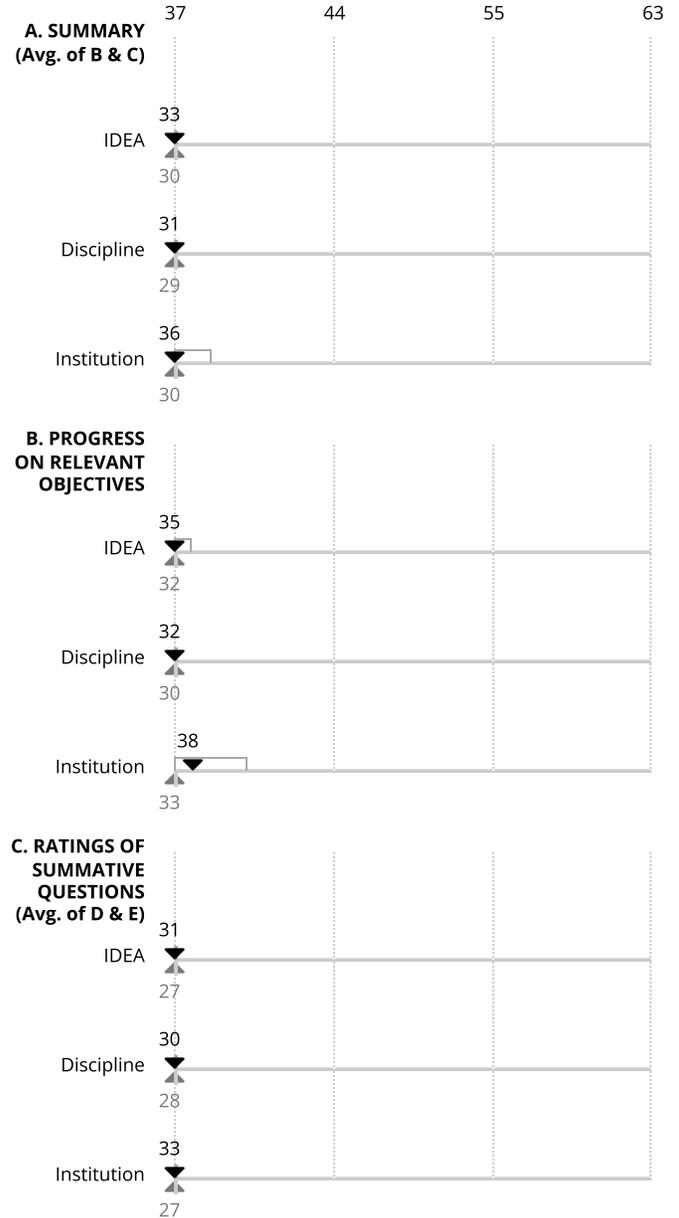
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	28	31
Discipline	27	29
Institution	28	33
E. Excellent Course		
IDEA	26	31
Discipline	28	31
Institution	26	33

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	2.9	3	50	29	24	26	26	27	26	30
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.9	3.2	43	36	33	37	29	32	33	39
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	2.8	2.9	50	29	24	26	27	29	25	31
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	2.8	2.9	50	29	24	27	29	33	25	31
Acquiring skills in working with others as a member of a team	M	2.1	2.2	71	14	23	23	33	36	25	30
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.3	2.6	64	21	30	34	31	36	27	35
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	2.8	3	50	29	34	37	32	34	33	38
Developing skill in expressing myself orally or in writing	I	3.1	3.4	43	36	36	41	36	39	35	42
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.1	3.3	29	43	35	39	38	41	36	42
Developing ethical reasoning and/or ethical decision making	M	2.7	2.9	43	14	31	34	24	26	33	37
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	3.1	3.2	29	36	34	36	29	30	36	39
Learning to apply knowledge and skills to benefit others or serve the public good	M	2.5	2.7	64	21	25	27	26	34	27	33
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.6	2.6	43	21	29	29	40	40	31	32

Course Description	Your Average	Your Converted Average		
		IDE A	Discipline	Institution
Amount of coursework	3.9	60	63	60
Difficulty of subject matter	4.6	72	71	73

Student Description	Your Average	Your Converted Average		
		IDE A	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	51	52	49
I really wanted to take this course regardless of who taught it.	3.1	36	42	39
When this course began I believed I could master its content.	3.4	36	44	38
My background prepared me well for this course's requirements.	3.1	35	44	36

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	3.1	29% (1 or 2) 36% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.1	43% (1 or 2) 43% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.1	36% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.2	36% (1 or 2) 36% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.4	29% (1 or 2) 57% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.8	14% (1 or 2) 64% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	3.1	43% (1 or 2) 43% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.8	21% (1 or 2) 64% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	2.5	57% (1 or 2) 29% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.7	14% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4	14% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	28.57% (4)	28.57% (4)	14.29% (2)	28.57% (4)	14	0	1.18	3.43
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	7.14% (1)	21.43% (3)	14.29% (2)	35.71% (5)	21.43% (3)	14	0	1.24	3.43
Encouraged students to reflect on and evaluate what they have learned	0% (0)	14.29% (2)	21.43% (3)	35.71% (5)	28.57% (4)	14	0	1.01	3.79
Demonstrated the importance and significance of the subject matter	28.57% (4)	7.14% (1)	14.29% (2)	14.29% (2)	35.71% (5)	14	0	1.66	3.21
Formed teams or groups to facilitate learning	50% (7)	7.14% (1)	14.29% (2)	14.29% (2)	14.29% (2)	14	0	1.54	2.36
Made it clear how each topic fit into the course	21.43% (3)	7.14% (1)	35.71% (5)	7.14% (1)	28.57% (4)	14	0	1.46	3.14
Provided meaningful feedback on students' academic performance	14.29% (2)	28.57% (4)	14.29% (2)	21.43% (3)	21.43% (3)	14	0	1.39	3.07
Stimulated students to intellectual effort beyond that required by most courses	7.14% (1)	14.29% (2)	14.29% (2)	21.43% (3)	42.86% (6)	14	0	1.32	3.79
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	14.29% (2)	0% (0)	14.29% (2)	42.86% (6)	28.57% (4)	14	0	1.28	3.71
Explained course material clearly and concisely	21.43% (3)	21.43% (3)	14.29% (2)	14.29% (2)	28.57% (4)	14	0	1.53	3.07
<i>The Instructor:</i>									
Related course material to real life situations	28.57% (4)	14.29% (2)	14.29% (2)	21.43% (3)	21.43% (3)	14	0	1.53	2.93
Created opportunities for students to apply course content outside the classroom	42.86% (6)	14.29% (2)	14.29% (2)	7.14% (1)	21.43% (3)	14	0	1.59	2.5
Introduced stimulating ideas about the subject	28.57% (4)	7.14% (1)	14.29% (2)	28.57% (4)	21.43% (3)	14	0	1.53	3.07
Involved students in hands-on projects such as research, case studies, or real life activities	21.43% (3)	28.57% (4)	14.29% (2)	7.14% (1)	28.57% (4)	14	0	1.53	2.93
Inspired students to set and achieve goals which really challenged them	7.14% (1)	28.57% (4)	28.57% (4)	7.14% (1)	28.57% (4)	14	0	1.32	3.21
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	21.43% (3)	7.14% (1)	35.71% (5)	7.14% (1)	28.57% (4)	14	0	1.46	3.14
Asked students to help each other understand ideas or concepts	14.29% (2)	0% (0)	21.43% (3)	35.71% (5)	28.57% (4)	14	0	1.29	3.64
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	14.29% (2)	14.29% (2)	28.57% (4)	42.86% (6)	14	0	1.07	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	7.14% (1)	14.29% (2)	14.29% (2)	21.43% (3)	42.86% (6)	14	0	1.32	3.79

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	7.14% (1)	42.86% (6)	21.43% (3)	7.14% (1)	21.43% (3)	14	0	1.28	2.93
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	21.43% (3)	21.43% (3)	21.43% (3)	14.29% (2)	21.43% (3)	14	0	1.44	2.93
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	21.43% (3)	28.57% (4)	21.43% (3)	7.14% (1)	21.43% (3)	14	0	1.42	2.79
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	21.43% (3)	28.57% (4)	21.43% (3)	7.14% (1)	21.43% (3)	14	0	1.42	2.79
Acquiring skills in working with others as a member of a team	42.86% (6)	28.57% (4)	14.29% (2)	0% (0)	14.29% (2)	14	0	1.36	2.14
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	42.86% (6)	21.43% (3)	14.29% (2)	7.14% (1)	14.29% (2)	14	0	1.44	2.29
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	21.43% (3)	28.57% (4)	21.43% (3)	7.14% (1)	21.43% (3)	14	0	1.42	2.79
Developing skill in expressing myself orally or in writing	7.14% (1)	35.71% (5)	21.43% (3)	14.29% (2)	21.43% (3)	14	0	1.28	3.07
Learning how to find, evaluate, and use resources to explore a topic in depth	21.43% (3)	7.14% (1)	28.57% (4)	21.43% (3)	21.43% (3)	14	0	1.41	3.14
Developing ethical reasoning and/or ethical decision making	14.29% (2)	28.57% (4)	42.86% (6)	0% (0)	14.29% (2)	14	0	1.16	2.71
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	14.29% (2)	14.29% (2)	35.71% (5)	14.29% (2)	21.43% (3)	14	0	1.3	3.14
Learning to apply knowledge and skills to benefit others or serve the public good	21.43% (3)	42.86% (6)	14.29% (2)	7.14% (1)	14.29% (2)	14	0	1.3	2.5
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	35.71% (5)	7.14% (1)	35.71% (5)	7.14% (1)	14.29% (2)	14	0	1.4	2.57
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	42.86% (6)	28.57% (4)	28.57% (4)	14	0	0.83	3.86
Difficulty of subject matter	0% (0)	0% (0)	7.14% (1)	28.57% (4)	64.29% (9)	14	0	0.62	4.57
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	7.14% (1)	0% (0)	21.43% (3)	42.86% (6)	28.57% (4)	14	0	1.06	3.86
I really wanted to take this course regardless of who taught it.	28.57% (4)	7.14% (1)	21.43% (3)	14.29% (2)	28.57% (4)	14	0	1.58	3.07
When this course began I believed I could master its content.	0% (0)	21.43% (3)	35.71% (5)	21.43% (3)	21.43% (3)	14	0	1.05	3.43
My background prepared me well for this course's requirements.	14.29% (2)	14.29% (2)	28.57% (4)	35.71% (5)	7.14% (1)	14	0	1.16	3.07
Overall, I rate this instructor an excellent teacher.	21.43% (3)	21.43% (3)	21.43% (3)	7.14% (1)	28.57% (4)	14	0	1.51	3
Overall, I rate this course as excellent.	28.57% (4)	14.29% (2)	28.57% (4)	7.14% (1)	21.43% (3)	14	0	1.47	2.79

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	1 = Hardly Ever	2 = Occasional ly	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	0% (0)	0% (0)	14.29% (2)	28.57% (4)	57.14% (8)	14	0	0.73	4.43
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	7.14% (1)	28.57% (4)	64.29% (9)	14	0	0.62	4.57
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	7.14% (1)	0% (0)	14.29% (2)	21.43% (3)	57.14% (8)	14	0	1.15	4.21
I was able to access my online course 24x7.	0% (0)	0% (0)	0% (0)	28.57% (4)	71.43% (10)	14	0	0.45	4.71
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	14.29% (2)	28.57% (4)	57.14% (8)	14	0	0.73	4.43
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	14.29% (2)	21.43% (3)	64.29% (9)	14	0	0.73	4.5
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	7.14% (1)	21.43% (3)	71.43% (10)	14	0	0.61	4.64

Qualitative

Comments -

- The course content is not the issue I have with this course. Professor Brommage did a good job in explaining the material, and usually answered emails rather quickly. My issue, as well as many of my peers, is with the grading in the course. I have yet to come across someone in the class that received an A on ANY paper and only a few have received multiple Bs. Dr. Brommage's grading is ridiculous. I spent twice as much time on this course than any other. I have been successful in all of the writing courses I have taken up to this point. Dr. Brommage, on the other hand, leaves so many notes on mine and my classmates essays that it is impossible to even improve. Every sentence has some major issue. He would ask for explanations on one sentence when the sentence following explains the point. Inane things like word choice and semantical points about the content are littered throughout all papers for every student I've asked including myself. The papers and blog posts also take way too long to be put up. There were papers that took over a month to be graded. It is difficult to improve your writing when you don't have anything to compare it to from previous work. Maybe if he didn't spend so long picking apart every syllable of our work he could get grades out in a timely manner. The last point is more opinion based I suppose, but I feel it is worth mentioning. I felt like I couldn't ask him a question without expecting a smarmy response. The course material is very dense and difficult to understand, as even he admits to on his syllabus, but he acts as if we should already understand it to an extent. Others in our course group chat shared this grievance with me. I would NOT recommend Dr. Brommage to even the most impressive of writers and students. He expects far too much and constantly moves around dates that assignments are due. Again, the problem is not his teaching. He is an impressive teacher and relates difficult material to the real world in a helpful way. The grading and the amount of time it takes for the grades to become live is where this course became so difficult. For the good of students who have yet to take him I hope this evaluation plays a part in Dr. Brommage making the necessary adjustments to his online course.
- Dr. Brommage gave adequate lectures, and as long as I read the textbook I could kind of understand what he was wanting us to learn per Unit.... He is extremely late in grading EVERYTHING, which made it slightly frustrating throughout the duration of the course.
- I am not exactly sure why SHSU requires this course for BS. I felt as if I was working on my masters in philosophy this semester. It took a massive amount of my time. I have a full time job and I am a part time student, my time was dedicated to mostly this course. I usually can complete maintain a 4.0 easily while taking 3 courses and working full time. This was not the case with this course. The professor was not professional either. His grading was EXTREMELY behind. He has still yet to grade things from the beginning of the semester. I have been very disappointed in him and this course at SHSU. I have no good things to say about him.
- Grades never come back in time, I am still waiting for course work to be grades from early October. Very vague with his comments, teaches the class as if we should already know the material. Emails seem rude and annoyed from him
- Philosophy is by nature a difficult subject -- especially for those who are relatively new to it (such as myself). Dr. Brommage is always willing to help students out by reading drafts, visiting during office hours, etc. His dedication to helping his students succeed is impeccable.
- Course work became overwhelming sometimes, blogs and discussions were very manageable however, papers were extremely difficult to master. Not every student is a master at writing papers and I felt like it was heavily depended on to excel in this class. It was very difficult to pin point what direction the papers should take and it made it very difficult to understand this course. I believe that feedback could have improved, explaining in a different way where students wouldn't get even more confused. Another issue was that many of our assignments took a good while to see what grade we received. In order to know how well we are doing in this course, grades should be posted at a timely matter.
- Course was tough but was interesting as well
- Dr. Brommage is an outstanding professor. This course is writing enhanced. Dr. Brommage takes his time in grading our papers, which is appreciated. It is refreshing to receive the details within his feedback on assignments. It is not often I receive detailed feedback to learn from which provides an opportunity to enhance the next assignment. I enjoyed this course more than I thought I would. Dr. Brommage's execution of facilitation put me in a position to not only enjoy philosophy and how it relates to science but I LOVE philosophy now. I have taken two other philosophy classes and did not learn as much. Due to the writing assignments vs. tests I learned more than I did in all my other classes this semester. Thank you Dr. Brommage. Oh, and his videos are VERY helpful in grasping the material. He explains the material in a way that anyone could understand. I can not say enough about this professor. He is awesome!

What technology features in this course contributed to a good online learning experience? -

- Being able to go back and re watch the videos to get a better understanding of the course.
- Being able to have "in-class" discussions by posting on our forum helped facilitate my learning experience.
- yes