

PHIL 3372 (03): Philosophy of Science

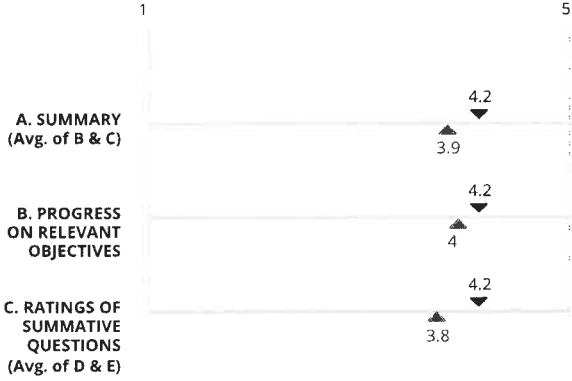
Spring 2022 | Thomas Brommage | Course CIP Code: 38.0101

35 | Students Enrolled
 9 | Students Responded
 25.71% | 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	3.9	4.2
E. Excellent Course	3.7	4.1

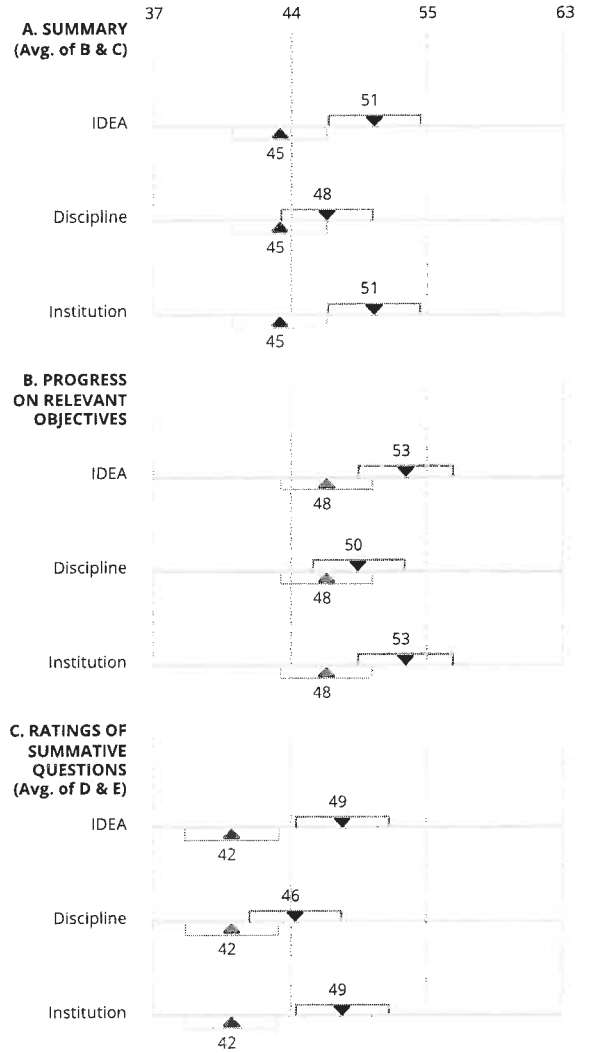
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	43	47
Discipline	42	45
Institution	43	49
E. Excellent Course		
IDEA	41	50
Discipline	42	47
Institution	41	49

Converted Average Buckets
Based on a Bell Curve

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

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)				Your Converted Average					
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	3.8	4	22	56	42	46	43	45	43	48
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.9	4.2	22	56	49	53	47	49	48	54
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4	4.3	11	56	48	55	50	53	48	54
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	4.3	22	56	46	53	50	53	45	52
Acquiring skills in working with others as a member of a team	M	3.3	3.4	33	44	42	43	50	51	43	46
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.7	4.3	33	56	50	58	53	58	46	55
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.7	3.8	33	56	48	51	47	48	47	50
Developing skill in expressing myself orally or in writing	M	3.8	4.1	33	56	49	54	49	52	47	53
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	4	33	56	47	50	49	51	47	51
Developing ethical reasoning and/or ethical decision making	M	3.9	4.1	22	56	50	53	46	47	50	54
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.1	4.2	11	67	52	54	49	49	52	54
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.9	4.3	22	67	48	55	50	54	49	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	3.7	33	56	47	47	56	56	48	48

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.9	61	64	61
Difficulty of subject matter	4.4	70	70	71

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.3	66	65	63
I really wanted to take this course regardless of who taught it.	2.9	32	38	35
When this course began I believed I could master its content.	4	52	56	51
My background prepared me well for this course's requirements.	3.3	41	48	42

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.2	0% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.9	11% (1 or 2) 56% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.7	33% (1 or 2) 56% (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	3.7	33% (1 or 2) 56% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.8	22% (1 or 2) 56% (4 or 5)	You employed the method with frequency typical of 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)	4	22% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4	22% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.8	33% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	3.9	22% (1 or 2) 67% (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	3.4	33% (1 or 2) 56% (4 or 5)	You employed the method with frequency typical of 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
Gave projects, tests, or assignments that required original or creative thinking	4.1	11% (1 or 2) 67% (4 or 5)	You employed the method more frequently than 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	11.11% (1)	11.11% (1)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.45	3.89
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	22.22% (2)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.25	4
Encouraged students to reflect on and evaluate what they have learned	0% (0)	22.22% (2)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.25	4
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	33.33% (3)	11.11% (1)	55.56% (5)	9	0	0.92	4.22
Formed teams or groups to facilitate learning	22.22% (2)	11.11% (1)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.71	3.56
Made it clear how each topic fit into the course	11.11% (1)	0% (0)	33.33% (3)	0% (0)	55.56% (5)	9	0	1.37	3.89
Provided meaningful feedback on students' academic performance	0% (0)	11.11% (1)	11.11% (1)	11.11% (1)	66.67% (6)	9	0	1.05	4.33
Stimulated students to intellectual effort beyond that required by most courses	11.11% (1)	22.22% (2)	0% (0)	11.11% (1)	55.56% (5)	9	0	1.55	3.78
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	11.11% (1)	22.22% (2)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.56	3.67
Explained course material clearly and concisely	11.11% (1)	22.22% (2)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.56	3.67

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	11.11% (1)	11.11% (1)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.45	3.89
Created opportunities for students to apply course content outside the classroom	33.33% (3)	0% (0)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.83	3.44
Introduced stimulating ideas about the subject	11.11% (1)	22.22% (2)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.56	3.67
Involved students in hands-on projects such as research, case studies, or real life activities	33.33% (3)	11.11% (1)	0% (0)	0% (0)	55.56% (5)	9	0	1.89	3.33
Inspired students to set and achieve goals which really challenged them	11.11% (1)	11.11% (1)	22.22% (2)	0% (0)	55.56% (5)	9	0	1.47	3.78
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	22.22% (2)	22.22% (2)	0% (0)	0% (0)	55.56% (5)	9	0	1.77	3.44
Asked students to help each other understand ideas or concepts	0% (0)	11.11% (1)	11.11% (1)	11.11% (1)	66.67% (6)	9	0	1.05	4.33
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	11.11% (1)	22.22% (2)	11.11% (1)	55.56% (5)	9	0	1.1	4.11
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	11.11% (1)	11.11% (1)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.45	3.89
<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)	11.11% (1)	11.11% (1)	22.22% (2)	0% (0)	55.56% (5)	9	0	1.47	3.78
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	22.22% (2)	22.22% (2)	0% (0)	55.56% (5)	9	0	1.29	3.89
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	11.11% (1)	33.33% (3)	0% (0)	55.56% (5)	9	0	1.15	4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	22.22% (2)	22.22% (2)	0% (0)	55.56% (5)	9	0	1.29	3.89
Acquiring skills in working with others as a member of a team	22.22% (2)	11.11% (1)	22.22% (2)	0% (0)	44.44% (4)	9	0	1.63	3.33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	11.11% (1)	22.22% (2)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.56	3.67
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	11.11% (1)	22.22% (2)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.56	3.67
Developing skill in expressing myself orally or in writing	0% (0)	33.33% (3)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.4	3.78
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	33.33% (3)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.4	3.78
Developing ethical reasoning and/or ethical decision making	0% (0)	22.22% (2)	22.22% (2)	0% (0)	55.56% (5)	9	0	1.29	3.89
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	11.11% (1)	22.22% (2)	11.11% (1)	55.56% (5)	9	0	1.1	4.11
Learning to apply knowledge and skills to benefit others or serve the public good	11.11% (1)	11.11% (1)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.45	3.89
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	11.11% (1)	22.22% (2)	11.11% (1)	0% (0)	55.56% (5)	9	0	1.56	3.67
<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)	44.44% (4)	22.22% (2)	33.33% (3)	9	0	0.87	3.89
Difficulty of subject matter	0% (0)	0% (0)	11.11% (1)	33.33% (3)	55.56% (5)	9	0	0.68	4.44

<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.	0% (0)	0% (0)	22.22% (2)	22.22% (2)	55.56% (5)	9	0	0.82	4.33
I really wanted to take this course regardless of who taught it.	22.22% (2)	22.22% (2)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.45	2.89
When this course began I believed I could master its content.	0% (0)	11.11% (1)	22.22% (2)	22.22% (2)	44.44% (4)	9	0	1.05	4
My background prepared me well for this course's requirements.	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.25	3.33
Overall, I rate this instructor an excellent teacher.	11.11% (1)	0% (0)	22.22% (2)	22.22% (2)	44.44% (4)	9	0	1.29	3.89
Overall, I rate this course as excellent.	11.11% (1)	0% (0)	33.33% (3)	22.22% (2)	33.33% (3)	9	0	1.25	3.67
<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)	11.11% (1)	11.11% (1)	0% (0)	77.78% (7)	9	0	1.07	4.44
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	11.11% (1)	11.11% (1)	0% (0)	77.78% (7)	9	0	1.07	4.44
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	0% (0)	11.11% (1)	11.11% (1)	77.78% (7)	9	0	0.67	4.67
I was able to access my online course 24x7.	0% (0)	0% (0)	11.11% (1)	11.11% (1)	77.78% (7)	9	0	0.67	4.67
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	11.11% (1)	0% (0)	88.89% (8)	9	0	0.63	4.78
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	11.11% (1)	0% (0)	88.89% (8)	9	0	0.63	4.78
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	11.11% (1)	0% (0)	88.89% (8)	9	0	0.63	4.78

Qualitative

Comments -

- Philosophy is so theoretical and confusing, I was worried I wouldn't do well in it. I've heard mixed things about different professors, but Dr. Brommage was excellent. He offered a lot of beneficial feedback and held zoom study sessions for us at times that were convenient for the majority. The class was very interesting and insightful. I really enjoyed Dr. Brommage and his teaching style.
- Professor Brommage is very intelligent and passionate about philosophy and logic. He is respectful of other peoples views which I feel is very important. The professor was also very communicative with the students.
- Professor Brommage is probably my favorite professor. His class was hard and not hard because he was a strict professor, but because he teaches philosophy and everybody's brains literally stop working when we hear hard words. I feel like a lot of students take their anger out towards a "harder subject" on the professors. But Professor Brommage really did everything in his power to make sure that we understood the material. He was almost always available on discussion boards (even when I posted days after it was due (sorry I've been kind of burnt out this semester)) and hopped on to clarify any student questions. He spent weekends grading content and replying to discussion boards. I can very clearly tell he cares about us and he wants us to genuinely understand the content even if most students are very resistant to it. He also did these really helpful study groups on Saturdays before the exam and helped us to ask any questions over the unit. Though again I was never prepared and often forgot materials necessary for said study groups, I was able to recall usually things that confused me and learned great thinking skills. Thank you for being an awesome professor and taking on the hard work of teaching students at a university when they don't want to learn philosophy.
- Anything dealing with Philosophy is tough for me, but he made the class enjoyable and made the information easier to learn.

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

- Blackboard is so well organized.
- NA