

Name: SKIBRA

College: ELMHURST COLLEGE

Admin. Date: 12/17 Batch No.: 4099

Class: SKIBRA PHL 306 01

Report No.: 831219 Report: CLASS

Class Enrollment: 26 No. of Respondents: 20

Suggestions for Improving Your Teaching

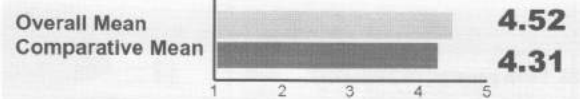
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

(The percentages and means are based on the total number of respondents, not class enrollment.)

A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

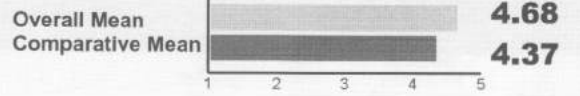


| | Very 5 Effective | 4 Effective | Moderately 3 Effective | Somewhat 2 Ineffective | 1 Ineffective | Omitted | N/A | Mean |
|---|---------------------|-------------|---------------------------|---------------------------|---------------|---------|-----|------|
| 1. The instructor's explanation of course requirements | 45 | 45 | 5 | --- | --- | 5 | --- | 4.42 |
| 2. The instructor's preparation for each class period | 55 | 30 | 5 | 5 | --- | 5 | --- | 4.42 |
| 3. The instructor's command of the subject matter | 65 | 30 | --- | --- | --- | 5 | --- | 4.68 |
| 4. The instructor's use of class time | 50 | 45 | --- | --- | --- | 5 | --- | 4.53 |
| 5. The instructor's way of summarizing or emphasizing important points in class | 55 | 30 | 5 | --- | --- | 10 | --- | 4.56 |

To download a PDF of the Compendium go to: www.ets.org/sirii/organization

B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.

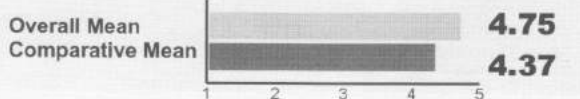


| | Very 5 Effective | 4 Effective | Moderately 3 Effective | Somewhat 2 Ineffective | 1 Ineffective | Omitted | N/A | Mean |
|--|---------------------|-------------|---------------------------|---------------------------|---------------|---------|-----|------|
| 6. The instructor's ability to make clear and understandable presentations | 65 | 30 | --- | --- | --- | 5 | --- | 4.68 |
| 7. The instructor's command of spoken English (or the language used in the course) | 80 | 10 | 5 | --- | --- | 5 | --- | 4.79 |
| 8. The instructor's use of examples or illustrations to clarify course material | 65 | 20 | 5 | --- | --- | 10 | --- | 4.67 |
| 9. The instructor's use of challenging questions or problems | 60 | 30 | 5 | --- | --- | 5 | --- | 4.58 |
| 10. The instructor's enthusiasm for the course material | 70 | 20 | 5 | --- | --- | 5 | --- | 4.68 |

To download a PDF of the Compendium go to: www.ets.org/sirii/communication

C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



| | Very 5 Effective | 4 Effective | Moderately 3 Effective | Somewhat 2 Ineffective | 1 Ineffective | Omitted | N/A | Mean |
|---|---------------------|-------------|---------------------------|---------------------------|---------------|---------|-----|------|
| 11. The instructor's helpfulness and responsiveness to students | 80 | 15 | --- | --- | --- | 5 | --- | 4.84 |
| 12. The instructor's respect for students | 90 | --- | 5 | --- | --- | 5 | --- | 4.89 |
| 13. The instructor's concern for student progress | 75 | 15 | 5 | --- | --- | 5 | --- | 4.74 |
| 14. The availability of extra help for this class (taking into account the size of the class) | 65 | 20 | 5 | 5 | --- | 5 | --- | 4.53 |
| 15. The instructor's willingness to listen to student questions and opinions | 80 | 10 | --- | 5 | --- | 5 | --- | 4.74 |

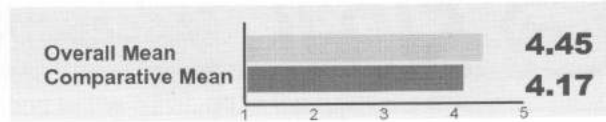
+ This mean is reliably at or above the 90th percentile. See page 4.
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (*), see "Number of Students Responding," page 4
To download a PDF of the Compendium go to: www.ets.org/sirii/interaction

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D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.



| | Very Effective 5 | Effective 4 | Moderately Effective 3 | Somewhat Ineffective 2 | Ineffective 1 | Omitted | N/A | Mean |
|--|---------------------|----------------|---------------------------|---------------------------|------------------|---------|-----|------|
| 16. The information given to students about how they would be graded | 50 | 25 | 15 | 5 | --- | 5 | --- | 4.26 |
| 17. The clarity of exam questions | 65 | 30 | --- | --- | --- | 5 | --- | 4.68 |
| 18. The exams' coverage of important aspects of the course | 65 | 30 | --- | --- | --- | 5 | --- | 4.68 |
| 19. The instructor's comments on assignments and exams | 55 | 25 | 15 | --- | --- | 5 | --- | 4.42 |
| 20. The overall quality of the textbook(s) | 40 | 45 | 10 | --- | --- | 5 | --- | 4.32 |
| 21. The helpfulness of assignments in understanding course material | 45 | 35 | 15 | --- | --- | 5 | --- | 4.32 |

To download a PDF of the Compendium go to: www.ets.org/sirii/assignments

E. Supplementary Instructional Methods ***

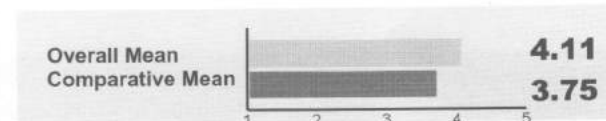
| | Very Effective 5 | Effective 4 | Moderately Effective 3 | Somewhat Ineffective 2 | Ineffective 1 | Omitted | N/A | Mean |
|---|---------------------|----------------|---------------------------|---------------------------|------------------|---------|-----|------|
| 22. Problems or questions presented by the instructor for small group discussions | 30 | 40 | 15 | 10 | --- | 5 | --- | *** |
| 23. Term paper(s) or project(s) | 40 | 45 | --- | 5 | 5 | 5 | --- | *** |
| 24. Laboratory exercises for understanding important course concepts | 10 | 20 | 5 | --- | --- | 15 | 50 | *** |
| 25. Assigned projects in which students worked together | 20 | 10 | 5 | --- | --- | 15 | 50 | *** |
| 26. Case studies, simulations, or role playing | 30 | 20 | 5 | --- | --- | 15 | 30 | *** |
| 27. Course journals or logs required of students | 10 | 20 | 5 | --- | --- | 15 | 50 | *** |
| 28. Instructor's use of computers as aids in instruction | 35 | 20 | 5 | --- | --- | 15 | 25 | *** |

*** Means are not reported for these statements

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.

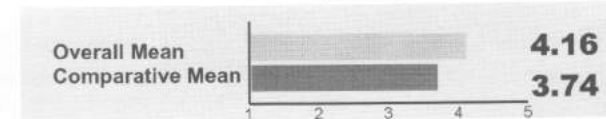


| | 5 Much More Than Most Courses | 4 More Than Most Courses | 3 About the Same as Others | 2 Less Than Most Courses | 1 Much Less Than Most Courses | Omitted | N/A | Mean |
|---|-------------------------------|--------------------------|----------------------------|--------------------------|-------------------------------|---------|-----|------|
| 29. My learning increased in this course | 45 | 15 | 35 | --- | --- | 5 | --- | 4.11 |
| 30. I made progress toward achieving course objectives | 35 | 35 | 25 | --- | --- | 5 | --- | 4.11 |
| 31. My interest in the subject area has increased | 40 | 25 | 20 | 5 | --- | 5 | 5 | 4.11 |
| 32. This course helped me to think independently about the subject matter | 30 | 40 | 20 | --- | --- | 10 | --- | 4.11 |
| 33. This course actively involved me in what I was learning | 40 | 25 | 30 | --- | --- | 5 | --- | 4.11 |

To download a PDF of the Compendium go to: www.ets.org/sirii/outcomes

G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments; how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.



| | 5 Much More Than Most Courses | 4 More Than Most Courses | 3 About the Same as Others | 2 Less Than Most Courses | 1 Much Less Than Most Courses | Omitted | N/A | Mean |
|---|-------------------------------|--------------------------|----------------------------|--------------------------|-------------------------------|---------|-----|------|
| 34. I studied and put effort into this course | 55 | 15 | 25 | --- | --- | 5 | --- | 4.32 |
| 35. I was prepared for each class (writing and reading assignments) | 30 | 35 | 30 | --- | --- | 5 | --- | 4.00 |
| 36. I was challenged by this course | 25 | 60 | 10 | --- | --- | 5 | --- | 4.16 |

+ This mean is reliably at or above the 90th percentile. See page 4.
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (*), see "Number of Students Responding," page 4
To download a PDF of the Compendium go to: www.ets.org/sirii/studenteffort

H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

| | Very Difficult | Somewhat Difficult | About Right | Somewhat Elementary | Very Elementary | Omitted |
|--|----------------|--------------------|------------------|---------------------|-----------------|---------|
| 37. For my preparation and ability, the level of difficulty of this course was: | --- | 25 | 70 | --- | --- | 5 |
| | Much Heavier | Heavier | About the Same | Lighter | Much Lighter | Omitted |
| 38. The work load for this course in relation to other courses of equal credit was: | --- | 5 | 60 | 25 | 5 | 5 |
| | Very Fast | Somewhat Fast | Just About Right | Somewhat Slow | Very Slow | Omitted |
| 39. For me, the pace at which the instructor covered the material during the term was: | --- | 20 | 75 | --- | --- | 5 |

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE. Review the distribution of students' responses

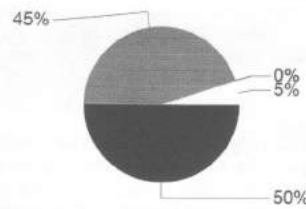
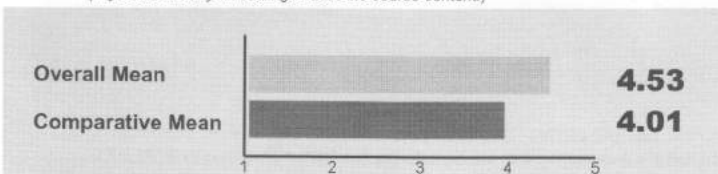
To download a PDF of the Compendium go to: www.ets.org/s/iri/coursedifficulty

I. Overall Evaluation †

Overall Evaluation Ratings:

40. Rate the quality of instruction in this course as it contributed to your learning.

(Try to set aside your feelings about the course content.)



| Graph | % | Rating |
|-------|------|----------------------|
| | 50 % | Very Effective |
| | 45 % | Effective |
| | 0 % | Moderately Effective |
| | 0 % | Somewhat Ineffective |
| | 0 % | Ineffective |
| | 5 % | Omitted |

† This is not a summary of Items 1 through 39

J. Student Information

| | | | | | | | | |
|--|---------------------------|-----------------------|-----------------|----------------------------|--|---------|---------|---------|
| 41. Which one of the following best describes this course for you? | A Major/Minor Requirement | A College Requirement | An Elective | Other | Omitted | | | |
| | 30 | 55 | 10 | --- | 5 | | | |
| 42. What is your class level? | Freshman/1st Year | Sophomore/2nd Year | Junior/3rd Year | Senior/4th Year | Graduate | Other | Omitted | |
| | 10 | 25 | 40 | 20 | --- | --- | 5 | |
| 43. Do you communicate better in English or in another language? | Better in English | | | Better in Another Language | Equally Well in English and Another Language | Omitted | | |
| | 90 | | | --- | 5 | 5 | | |
| 44. Sex | Female | | | Male | Omitted | | | |
| | 70 | | | 25 | 5 | | | |
| 45. What grade do you expect to receive in this course? | A | A- | B+ | B | B- | C | Below C | Omitted |
| | 50 | 15 | 15 | 15 | --- | --- | --- | 5 |

K. Supplementary Questions

| | 5 | 4 | 3 | 2 | 1 | NA | Omitted |
|----------|-----|-----|-----|-----|-----|-----|---------|
| 46. | --- | --- | --- | --- | --- | --- | --- |
| 47. | --- | --- | --- | --- | --- | --- | --- |
| 48. | --- | --- | --- | --- | --- | --- | --- |
| 49. | --- | --- | --- | --- | --- | --- | --- |
| 50. | --- | --- | --- | --- | --- | --- | --- |
| 51. | --- | --- | --- | --- | --- | --- | --- |
| 52. | --- | --- | --- | --- | --- | --- | --- |
| 53. | --- | --- | --- | --- | --- | --- | --- |
| 54. | --- | --- | --- | --- | --- | --- | --- |
| 55. | --- | --- | --- | --- | --- | --- | --- |

Interpreting SIR II

To learn more about the development and research relating to the SIRII, go to the following link:
http://www.ets.org/sir_ii/about/research

The SIR II is designed to:

- Identify areas of strength and/or areas for improvement.
- Provide information on new teaching methods or techniques used in class (See suggestions in the Compendium).
http://www.ets.org/Media/Products/SIR_II/pdf/3320_SIRII_Report.pdf
- Provide feedback from students about their courses.
- Provide one measure of effective teaching for several classes.

NUMBER OF STUDENTS RESPONDING

The number of students responding can affect the results when the class is very small (fewer than 10), or when fewer than two-thirds of the students enrolled in the class respond. For this reason, a Class Report **will not be produced** when fewer than five students respond. The degree of accuracy for each item mean (i.e. average) increases as the number of students responding increases. For example, the estimated reliability for the Overall Evaluation Item is .85 if 15 students respond and .90 if 25 students respond. (A full discussion of the reliability of student evaluation items can be found in *The Development of SIR II* report at <http://www.ets.org/Media/Products/283840.pdf>.) To call attention to possible reliability concerns, the number responding **will be flagged (*)** when 10 or fewer students responded or less than 60 percent of the class responded (this calculation is based on information from the instructor's Cover Sheet). An item mean **will not be reported** when 50 percent or more of the students did not respond, or marked an item "Not Applicable", or fewer than five students responded to an item. An overall scale mean **is not reported** when one or more item means are not reported.

COMPARATIVE DATA

The comparative means used throughout this report are based on user data from a sample of two- and four-year colleges and universities from 2003-2010 administrations. The comparative means for 4-year institutions were obtained by averaging the mean ratings for 238,471 classes from 111 institutions. The comparative means for 2-year institutions were obtained by averaging the mean ratings for 107,071 classes from 62 institutions. Either two-year or four-year comparative data are used based on that identification. However, the selected comparison group is not necessarily the most appropriate comparison group for a particular class or institution. For example, mean ratings within each institution type may vary depending upon class characteristics such as class size, level, and subject area. *The Comparative Data Guides (CDGs)* for two-year and four-year colleges contain class means and percentile distributions for different class sizes, levels, types of class (e.g., lecture discussion, lab), and for several different subject areas. A copy of the appropriate CDG can be downloaded from the SIR II website at http://www.ets.org/sir_ii/scores_reports/compare_data.

Local Comparative Data: Equally important and useful are an institution's own comparative data. Such local comparative data - e.g., an institutional summary, departmental summaries, program summaries - are available to any user institution. Forms for ordering these reports are included in the *Institutional Coordinator's Manual*.

UNDERSTANDING WHAT SIR II RATINGS TELL YOU

Ratings can vary by class size and discipline. The CDGs provide data by various categories to assist users in interpreting the SIR II reports. Please refer to the CDGs and to the SIR II Guidelines (http://www.ets.org/sir_ii/administration/procedures) for further information. Since student ratings typically tend to be positive, it is important to have comparative data to interpret a report fully. For example, while a 3.6 is numerically above the midpoint of 3 on a 5-point scale, it may be average or even slightly below average in comparison to ratings received by others with whom the instructor can be appropriately compared.

How Percentile Flags Were Calculated

The average ratings on all of the items and scales in this report have been compared against the ratings obtained by all of the classes in one of the appropriate comparative data groups (two-year or four-year institutions). Specifically, the ratings have been compared against the rating values corresponding to the 10th percentile and 90th percentile in the comparative group. If the results indicate a rating is significantly below the 10th percentile or significantly above the 90th percentile, it will be flagged in the report as follows:

- + This class average is significantly above the 90th percentile.
- This class average is significantly below the 10th percentile.

Ratings above the 90th percentile or below the 10th percentile are flagged when there is appropriate statistical confidence that the rating that the instructor received falls above the 90th percentile or below the 10th percentile. If a rating is flagged with a +, there is less than one chance in 20 that the rating is below the 90th percentile. If a rating is flagged with a -, there is less than one chance in 20 that the rating is above the 10th percentile. (One chance in 20 is the commonly accepted measurement standard for a 95% confidence level.)

Here is an example

Suppose, for the four-year colleges and universities, the average rating values of the 10th and 90th percentile of Scale A, which included 5 items, are 3.64 and 4.80, respectively. These values are from the CDG reports. Suppose again that the ratings that Class A gave to an instructor on Scale A averaged 3.61, with a standard deviation of .19; then there is a 90% confidence interval from 3.47 to 3.75 around the average of 3.61. Since this interval overlaps with the interval obtained from the CDG report, Class A is not assigned any flag. Suppose the average rating given by Class B was 3.50, with a standard deviation of .10 on the same scale; then there is a 90% confidence interval from 3.43 to 3.57 around the average of 3.50. Since this interval is significantly lower than the lower bound of 3.64 of the CDG interval (lower and not overlapping), Class B is assigned a flag "-". Similarly, suppose Class C gave an average rating of 4.90, with a standard deviation of .10 on the scale; then there is a 90% confidence interval from 4.83 to 4.97 around the average of 4.90. Since this interval is significantly higher than the upper bound of 4.80 (higher and not overlapping) of the CDG interval, Class C is assigned a flag "+".



Note: Elmhurst's evaluation format did not contain open-ended questions, but instructors were encouraged to provide their own open-ended questions. The following responses are to instructor-provided questions administered with the SIR II evaluations.

PHIL306 Ethics: Fall 2017
Instructor: Daniel Skibra

What are the strengths of this instructor?

- Good interactions lectures

What are the weaknesses of this instructor?

- A bit unclear when communicating details
- please capitalize first letter in powerpoints

Is there anything this instructor did well that helped promote your learning in this course?

PHIL306 Ethics: Fall 2017
Instructor: Daniel Skibra

What are the strengths of this instructor?

He knows what he is talking about and explains all concepts very thoroughly.

What are the weaknesses of this instructor?

He tends to go a little fast during his lectures.

Is there anything this instructor did well that helped promote your learning in this course?

He was very transparent with his students and took the time to answer any questions that we had.

PHIL306 Ethics: Fall 2017
Instructor: Daniel Skibra

What are the strengths of this instructor?

*good with communicating
*great with assisting

What are the weaknesses of this instructor?

- He goes a little fast on slides when he talks about them in class.
- Material was a little advanced. Could of simplified terms and wording a little.
- only taught with P.P slides could of expanded.

Is there anything this instructor did well that helped promote your learning in this course?

- Great with making sure everyone understands topics
- Always provided guidance, and assistance when needed

PHIL306 Ethics: Fall 2017
Instructor: Daniel Skibra

What are the strengths of this instructor?

He explains points very well
He gives well thought out presentations

What are the weaknesses of this instructor?

He tends to ramble

Is there anything this instructor did well that helped promote your learning in this course?

No

What are the strengths of this instructor?

Flexible on how he explains the ~~also~~ ^{course} to people and is flexible to change

What are the weaknesses of this instructor?

Potentially the inability to recover after one bad paper or exam

Is there anything this instructor did well that helped promote your learning in this course?

Was willing to discuss anything outside of the classroom

What are the strengths of this instructor?

Knowledge in subject matter. Good at making material interesting and relevant to current times.

What are the weaknesses of this instructor?

Is there anything this instructor did well that helped promote your learning in this course?

Used thought-provoking exercises/examples

What are the strengths of this instructor?

- Being prepared and ready for the class
- hearing/answering our questions so we understand
- giving plenty of outside examples
- good powerpoints

What are the weaknesses of this instructor?

use of language without defining / using well

Is there anything this instructor did well that helped promote your learning in this course?

- having well thought out powerpoints
- connecting to outside world to better understand

What are the strengths of this instructor?

interactive / interesting lectures.
Down to earth / ~~are~~ available to help out work of students + get feedback

What are the weaknesses of this instructor?

sometimes goes through material too fast
maybe forgot to double check that entire class was engaged

Is there anything this instructor did well that helped promote your learning in this course?

provided examples + related course material to real life
I thought these techniques were interesting

What are the strengths of this instructor?

Use the time wisely
Care for the students
Overall, it is

What are the weaknesses of this instructor?

Being prepared for the most part
Explains more in detail about the
subject matter

Is there anything this instructor did well that helped promote your learning in this course?

Using out world sources
Group work

What are the strengths of this instructor?

-very clear & thorough during class
-accommodating to students

What are the weaknesses of this instructor?

Is there anything this instructor did well that helped promote your learning in this course?

-matched presentations w/ readings
-gave more info beyond readings

What are the strengths of this instructor?

Great at explaining the course work and give all
the information I need to pass the tests
Very flexible after class hours to help
me learn

What are the weaknesses of this instructor?

Very hard when it comes to paper
Not able to fully understand

Is there anything this instructor did well that helped promote your learning in this course?

Giving many readings to help me better
understand the work.

What are the strengths of this instructor?

He is very fair in the way he sets up the
Exams for us. I think he does a very
good job of explain the concepts and
answering whatever questions we have.

What are the weaknesses of this instructor?

I think that we could benefit from having
more in class debates like actually talk and
discuss with class members of views and
objections in connection to the theories, more
active learning, instead of the traditional
teacher lecturing students listening scenario.

Is there anything this instructor did well that helped promote your learning in this course?

I think the paper assignment topics were
really good. I feel like they really helped
us to apply the theories that we learned about
and compare them to each other.

What are the strengths of this instructor?

- Mr. S is great at lecture and making sure student understand the material before an exam
- Provides insight into his opinion but also encourages student to share their own w/o judging

What are the weaknesses of this instructor?

- no weaknesses for me to write on, b/c this is by far my favorite class.

Is there anything this instructor did well that helped promote your learning in this course?

- A LOT
- learning about philosophical vicupants
 - taking notes in a concise manner (I'm used to not taking notes at all)
 - discussion w/ class mates
 - watching videos help^{me} understand moral theories etc.

What are the strengths of this instructor?

He cares greatly ~~for~~ for his students, & goes out of his way to make sure that all his student are appreciated & getting the help they need to have the highest degree of success in the course. Best professor I have had in my 2 years of being at Elmhurst.

What are the weaknesses of this instructor?

Class is a great experience & I enjoy it. Though I being an Executive I am a Biology Major & am not familiar with how to write ethics papers & there wasn't a clear understanding how the should be done. A workshop for writing ethics papers should be considered.

Is there anything this instructor did well that helped promote your learning in this course?

Giving encouragement to keep up the good work, something as simple as that makes me feel appreciated & makes them want to continue to put in full effort!

Thanks!

What are the strengths of this instructor?

I find the class very engaging.
listens well
explains in a different way when something is not understood by the first example
very accommodating to students.

What are the weaknesses of this instructor?

Is there anything this instructor did well that helped promote your learning in this course?

sometimes I don't understand the meaning of some words used in this class setting, but gives good follow examples to be able to clearly understand.

What are the strengths of this instructor?

Organization, presentation, engagement w/ content and students, reflective

What are the weaknesses of this instructor?

Occasionally unclear responses to student questions
seemed unclear expectations on assessment (minor, not book and clarified mostly)

Is there anything this instructor did well that helped promote your learning in this course?

Instructor's mastery of content and assessment got me engaged and interested in course/ content

What are the strengths of this instructor?

He explain the lesson in the Power Point very well, so that you can understand the topic.

What are the weaknesses of this instructor?

I didn't find any weaknesses, he is willing to help a student in any way possible as long as the student is willing to help themselves.

Is there anything this instructor did well that helped promote your learning in this course?

He took the time to break down the assignment and give extra help on papers if needed.

What are the strengths of this instructor?

Professor Skibra is very efficient and clear about what we learn in class very understanding and is there to help students achieve the grade they want. Made the class interesting.

What are the weaknesses of this instructor?

Goes fast during powerpoints, not enough time to wrap head around it and write anything down.

Is there anything this instructor did well that helped promote your learning in this course?

The Powerpoints in class were the best in helping me learn in this course, along w/ class discussions.

What are the strengths of this instructor?

Enthusiastic lecturing really helped. This class would be way more difficult to follow along with if there was a boring teacher.

What are the weaknesses of this instructor?

Is there anything this instructor did well that helped promote your learning in this course?

What are the strengths of this instructor?

- Ability to make clear and understandable presentations
- Use of examples and illustrations to clarify course material.
- Challenging questions keep student involved with understanding material.

What are the weaknesses of this instructor?

- The two papers for the semester could make or break your grade. I think a specific outline would've helped to be made by the instructor.
- Ability to communicate outside class time was strong, but more days for office hours would've been helpful.

Is there anything this instructor did well that helped promote your learning in this course?

- Explanation of material each time we had lecture. A textbook I don't think is required because the powerpoints and his common knowledge are enough to support the foundations of this class.