

Daniel Skibra

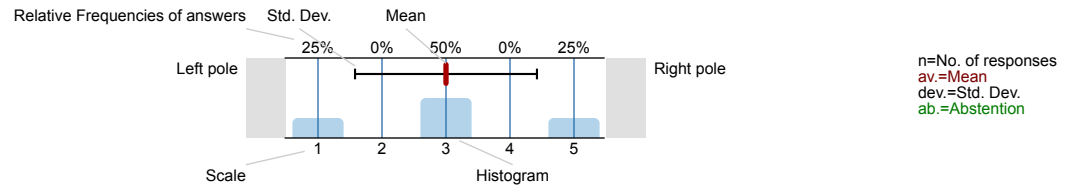
Intro to Phil of Language
Semester = Fall 2020
PHIL-206
36601-220208



No. of responses = 11
No. of students enrolled = 25

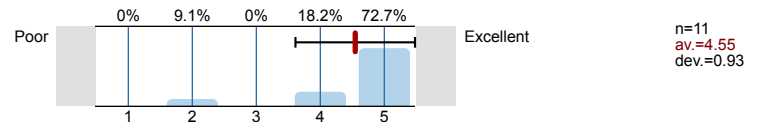
Legend

Question text

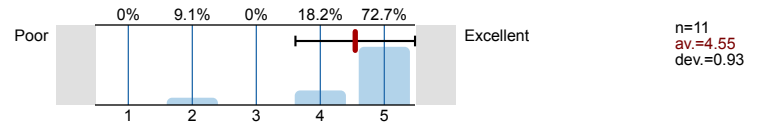


1. INSTRUCTOR EVALUATIONS

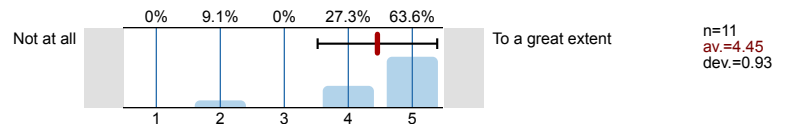
1.1) Rate the instructor's overall teaching effectiveness.



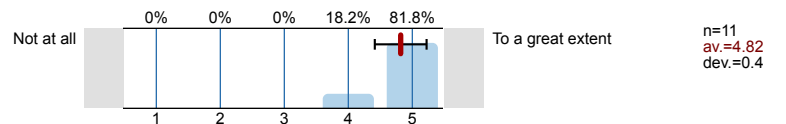
1.2) Rate the overall quality of the course.



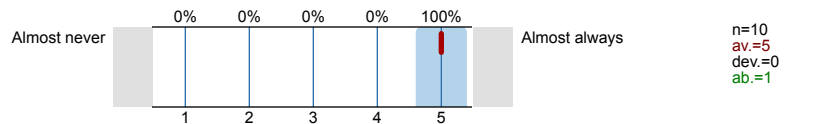
1.3) How well did the course assignments/quizzes/examinations reflect the content and emphasis of the course?



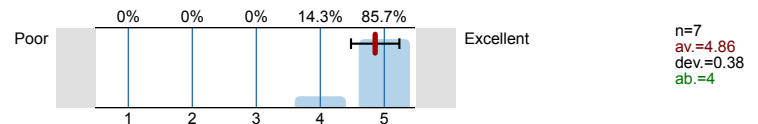
1.4) Was the instructor's use of technology (e.g., email, Blackboard, Powerpoint, other electronic and/or web-based methods) effective?



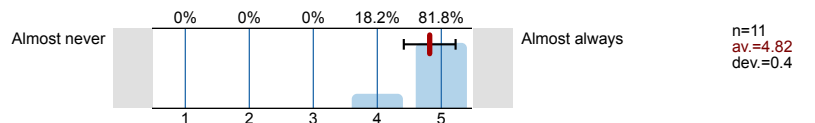
1.5) The instructor was sensitive to the cultural/human diversity, diverse worldviews, learning disability, and/or physical disability of the students.



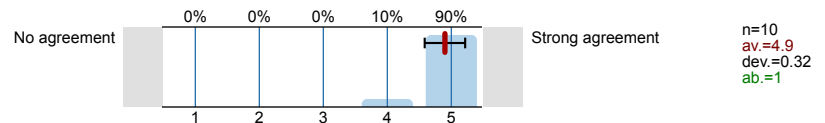
1.6) How would you rate the physical environment in which you take **this class**, especially the classroom facilities, including your ability to see, hear, concentrate, and participate?



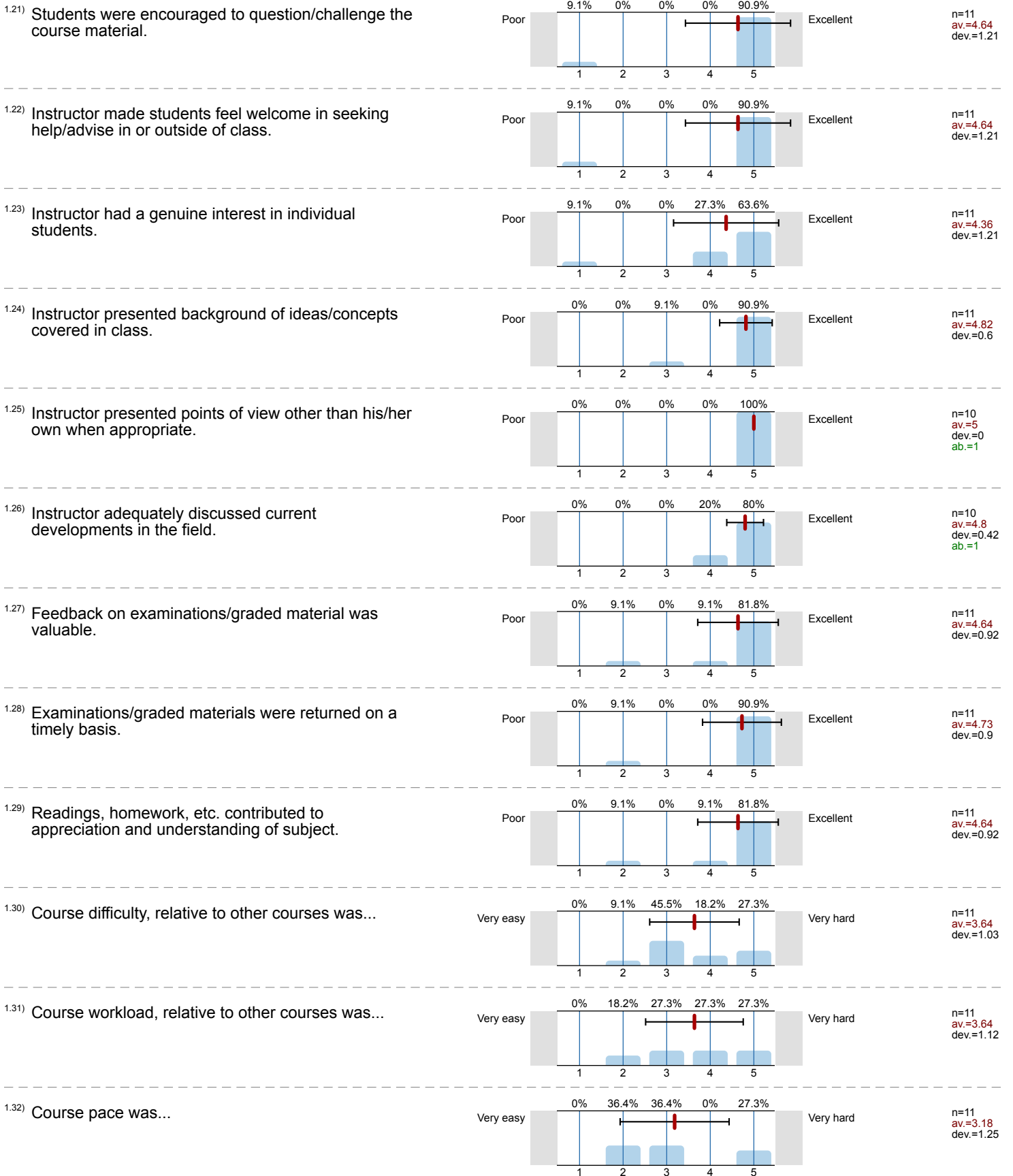
1.7) Methods of evaluating student's work were fair and appropriate.



1.8) The instructor demonstrated an understanding of issues related to cultural/human diversity.



1.9) You found the course intellectually challenging and stimulating.		n=11 av.=4.45 dev.=1.04
1.10) You have learned something you consider valuable.		n=11 av.=4.55 dev.=1.21
1.11) Your interest in the subject has increased as a result of this course.		n=11 av.=4 dev.=1
1.12) You have learned and understood the subject materials in this course.		n=11 av.=4.09 dev.=1.22
1.13) Instructor was enthusiastic about conducting the course.		n=11 av.=4.64 dev.=0.92
1.14) Instructor's style of presentation held your interest during the class.		n=11 av.=4.18 dev.=1.4
1.15) Instructor's explanations were clear.		n=11 av.=4.64 dev.=1.21
1.16) Course materials were well prepared.		n=11 av.=4.64 dev.=1.21
1.17) The course adequately followed stated course objectives (i.e., course syllabus).		n=11 av.=4.91 dev.=0.3
1.18) Instructor gave lectures that facilitated note taking.		n=11 av.=4.55 dev.=1.21
1.19) Students were invited to share their ideas and knowledge.		n=11 av.=4.64 dev.=1.21
1.20) Students were encouraged to ask questions and were given meaningful answers.		n=11 av.=4.64 dev.=1.21



2. OPEN ENDED QUESTIONS

2.1) Please comment on specific characteristics of the course that were most beneficial to you:

- - Super-well organized on Blackboard, the site for this course was very neatly structured (and after looking at some of my other poorly organized courses, I really appreciate this even more). It truly makes a difference.
- Very knowledgeable professor, you could tell he was an expert on this field
- VERY good syllabus (I cross compared it with syllabi from other Ivy League colleges, and was pleasantly surprised to see the caliber of the works we had read throughout the class. Please don't change it!)
- Dr. Skibra's course was well thought out from syllabus, to instructions, to course materials. He gave numerous extra resources, and the resources required of our attention were intellectually valuable and applied directly to our course.
- Helping me understand literacy through a philosopher point of view.
- Professor Skibra was a phenomenal professor. It was evident that he put a lot of effort into making this class so engaging and productive. He always posted recaps of the readings at the beginning of every week so that we would be prepared for the live session; this was extremely helpful as many of the readings could be quite dense and difficult to understand. His assignments were also very thought-provoking, and they furthered my understanding of the material while I completed them. Professor Skibra also gave very good feedback that was helpful for future assignments, and he always responded to questions via email promptly. Professor Skibra himself was very friendly, and he made sure that the online classroom environment was welcoming and a judgment free place.
- The formatting.
- The readings and discussion section were the main part of this course and I looked forward to both. Daniel is really passionate about the material and it shows in his teaching and guidance of discussions.
- The weekly discussions and discussion boards were very beneficial when it came to understanding the topics in an applicable sense.
- it was fun because we were always talking

2.2) Please comment on specific aspects of the course that need improvement:

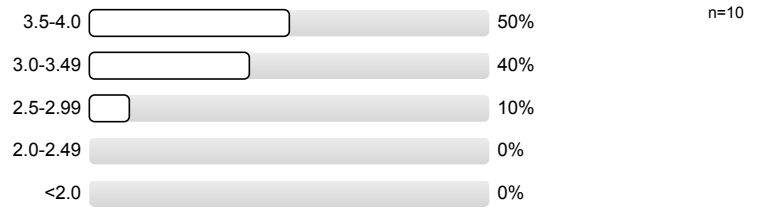
- - Found the weekly synchronous class meetings a bit dry -- they felt more interactive at the beginning of the semester, but not as fun later. Perhaps we could incorporate more breakout sessions?
- I am a little disappointed that there weren't any substantial essays in this course, other than the position papers. I feel like the traditional system of giving 2-3 papers over the course of the semester would have helped me work through the material more and figure out my own feelings better. I thought about what it might like to replace the exams with traditional essays, but the exams cover a breadth that an essay cannot. So ultimately I'm not sure how this might be incorporated.
- I really liked the way Professor Skibra arranged this class. I would take it the same exact way if I were to do it again.
- I'd have enjoyed less reading and a more in-depth approach to fewer papers. Consequently, a requirement for fewer papers due with the expectation of higher quality writing and analysis.
- Its hard to concentrate via online, but it has nothing to do with the professor it is about the difference between online and in class.
- Maybe less response papers.
- When providing feedback, please don't just give only good feedback when you took points off. It leaves students confused about what they did wrong.
Please don't go over the specified asynchronous 1-hour 15-course time when you're creating the pre-recorded lectures.
The class had too much reading. Because of this, I had to read the reading material really quickly to finish it. Or I would just have don't enough time to finish the reading. I took other philosophy classes and this class assigns the most reading ever. Because there's a long reading, the student gets lots in the reading, the class topic becomes too broad or there is too much learning material to digest. I found Philosophy of Language very interesting but the fast pace and long reading material made it hard to gain an adequate understanding of the learning material. Also, it's clear most of the class members do not participate in the Wednesday discussion. So it just seems like a waste of time for many students. The Professor should really do something to encourage class participation or should have used the Wednesday meeting class period for lectures.

2.3) If necessary, clarify any of your previous responses or make additional comments:

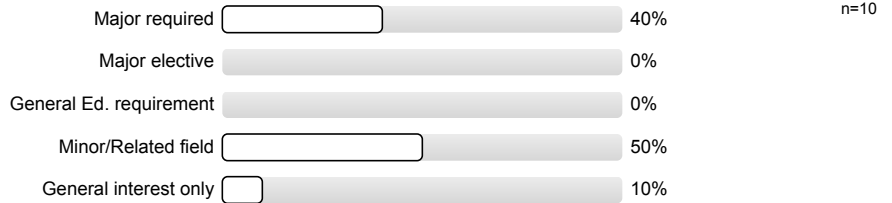
- .

3. STUDENT CHARACTERISTICS

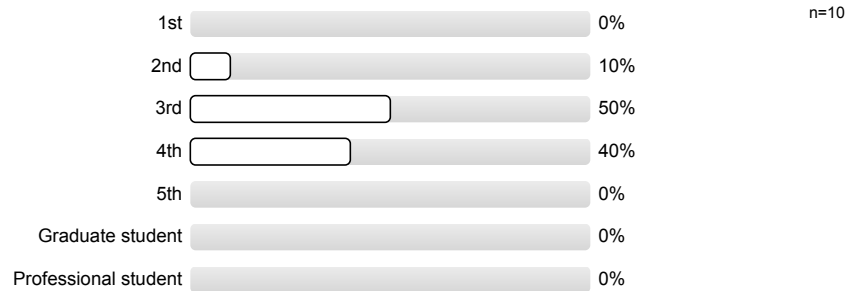
3.1) Overall GPA at UIC



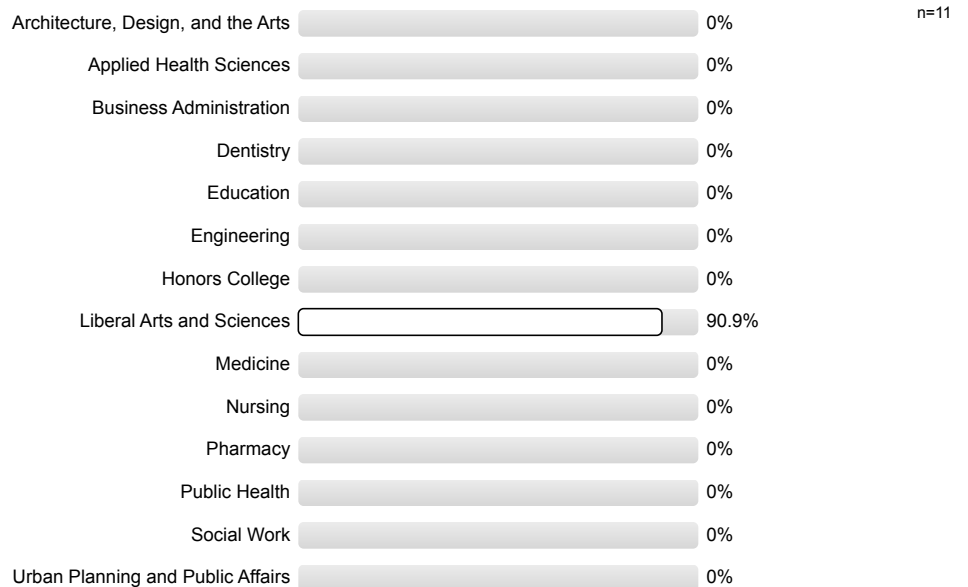
3.2) Primary Reason for taking the course



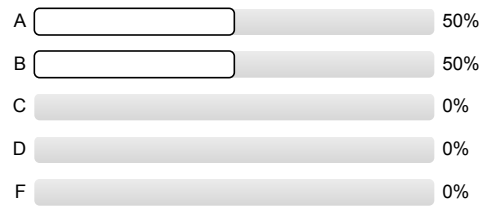
3.3) Year in school



3.4) Major College



3.5) Expected Grade in this Course



n=10