

PHIL 130 (016_1): Philosophy & Persons

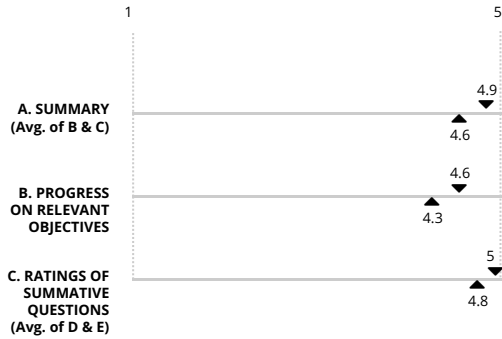
Fall 2018 | Daniel Skibra

34 Students Enrolled
32 Students Responded
94.12% 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	4.8	5
E. Excellent Course	4.7	5

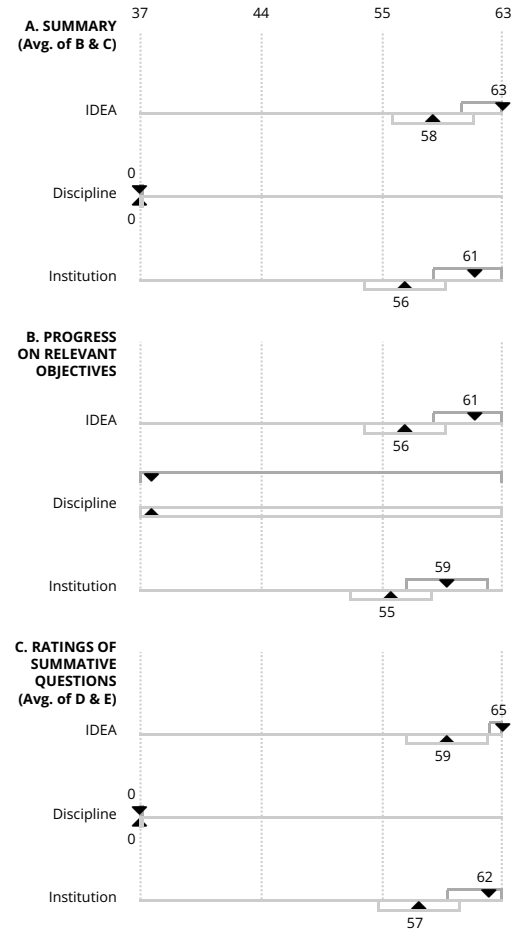
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	62
Discipline		
Institution	57	61
E. Excellent Course		
IDEA	59	67
Discipline		
Institution	57	63

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 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)	E	4.4	4.7	3	91	56	61			54	58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.3	4.6	3	84	56	60			54	58
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.1	4.3	13	78	50	55			49	54
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.1	4.4	9	78	49	55			48	54
Acquiring skills in working with others as a member of a team	M	3.5	3.7	22	53	45	47			46	50
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.6	3.9	25	56	48	53			49	54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4	4.3	16	78	54	58			52	56

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.2	47		48
Difficulty of subject matter	3.4	50		51

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	45		45
I really wanted to take this course regardless of who taught it.	3.6	47		46
When this course began I believed I could master its content.	3.7	44		44
My background prepared me well for this course's requirements.	3.2	37		38

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.5	6% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.6	3% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.4	6% (1 or 2) 84% (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	3.7	25% (1 or 2) 63% (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)	4.4	3% (1 or 2) 84% (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	4.5	3% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.4	6% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.3	3% (1 or 2) 81% (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	4.6	3% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.1	13% (1 or 2) 72% (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
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Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.1	3% (1 or 2) 69% (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	4.3	0% (1 or 2) 75% (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	Occasion-ally	Some-times	Frequently	Almost Al-ways	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	3.13% (1)	9.38% (3)	28.13% (9)	59.38% (19)	32	0	0.79	4.44
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	3.13% (1)	12.5% (4)	21.88% (7)	62.5% (20)	32	0	0.83	4.44
Encouraged students to reflect on and evaluate what they have learned	0% (0)	3.13% (1)	6.25% (2)	31.25% (10)	59.38% (19)	32	0	0.75	4.47
Demonstrated the importance and significance of the subject matter	0% (0)	9.38% (3)	6.25% (2)	28.13% (9)	56.25% (18)	32	0	0.95	4.31
Formed teams or groups to facilitate learning	6.25% (2)	18.75% (6)	31.25% (10)	9.38% (3)	34.38% (11)	32	0	1.3	3.47
Made it clear how each topic fit into the course	0% (0)	6.25% (2)	6.25% (2)	18.75% (6)	68.75% (22)	32	0	0.87	4.5
Provided meaningful feedback on students' academic performance	0% (0)	6.25% (2)	6.25% (2)	31.25% (10)	56.25% (18)	32	0	0.86	4.38
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	3.13% (1)	15.63% (5)	28.13% (9)	53.13% (17)	32	0	0.85	4.31
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	3.13% (1)	28.13% (9)	28.13% (9)	40.63% (13)	32	0	0.9	4.06
Explained course material clearly and concisely	0% (0)	3.13% (1)	6.25% (2)	15.63% (5)	75% (24)	32	0	0.74	4.63
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	3.13% (1)	3.13% (1)	25% (8)	68.75% (22)	32	0	0.7	4.59
Created opportunities for students to apply course content outside the classroom	3.13% (1)	9.38% (3)	15.63% (5)	18.75% (6)	53.13% (17)	32	0	1.16	4.09
Introduced stimulating ideas about the subject	3.13% (1)	3.13% (1)	9.38% (3)	21.88% (7)	62.5% (20)	32	0	0.99	4.38
Involved students in hands-on projects such as research, case studies, or real life activities	6.25% (2)	21.88% (7)	18.75% (6)	15.63% (5)	37.5% (12)	32	0	1.34	3.56
Inspired students to set and achieve goals which really challenged them	0% (0)	25% (8)	12.5% (4)	28.13% (9)	34.38% (11)	32	0	1.18	3.72
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	9.38% (3)	18.75% (6)	25% (8)	46.88% (15)	32	0	1.01	4.09
Asked students to help each other understand ideas or concepts	0% (0)	6.25% (2)	21.88% (7)	28.13% (9)	43.75% (14)	32	0	0.95	4.09
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	25% (8)	15.63% (5)	59.38% (19)	32	0	0.85	4.34
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	9.38% (3)	6.25% (2)	25% (8)	59.38% (19)	32	0	0.96	4.34

<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)	3.13% (1)	0% (0)	6.25% (2)	34.38% (11)	56.25% (18)	32	0	0.86	4.41
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	3.13% (1)	12.5% (4)	34.38% (11)	50% (16)	32	0	0.81	4.31
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	6.25% (2)	6.25% (2)	9.38% (3)	31.25% (10)	46.88% (15)	32	0	1.17	4.06
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	9.38% (3)	0% (0)	12.5% (4)	31.25% (10)	46.88% (15)	32	0	1.2	4.06
Acquiring skills in working with others as a member of a team	12.5% (4)	9.38% (3)	25% (8)	18.75% (6)	34.38% (11)	32	0	1.37	3.53
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	12.5% (4)	12.5% (4)	18.75% (6)	15.63% (5)	40.63% (13)	32	0	1.43	3.59
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	6.25% (2)	9.38% (3)	6.25% (2)	31.25% (10)	46.88% (15)	32	0	1.21	4.03
Developing skill in expressing myself									
<i>The Course: 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)	3.13% (1)	78.13% (25)	18.75% (6)	0% (0)	32	0	0.44	3.16
Difficulty of subject matter	0% (0)	6.25% (2)	56.25% (18)	31.25% (10)	6.25% (2)	32	0	0.7	3.38
<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)	3.13% (1)	43.75% (14)	34.38% (11)	18.75% (6)	32	0	0.81	3.69
I really wanted to take this course regardless of who taught it.	3.13% (1)	12.5% (4)	34.38% (11)	25% (8)	25% (8)	32	0	1.09	3.56
When this course began I believed I could master its content.	3.13% (1)	9.38% (3)	25% (8)	37.5% (12)	25% (8)	32	0	1.04	3.72
My background prepared me well for this course's requirements.	9.38% (3)	25% (8)	25% (8)	21.88% (7)	18.75% (6)	32	0	1.25	3.16
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	3.13% (1)	15.63% (5)	81.25% (26)	32	0	0.48	4.78
Overall, I rate this course as excellent.	0% (0)	0% (0)	6.25% (2)	21.88% (7)	71.88% (23)	32	0	0.59	4.66

Qualitative

Comments -

- You're a great teacher and person ! Your kindness and passion for what you teach, definitely makes class worthwhile (just because I don't always go, doesn't mean I don't like the class, I just have other things to deal with !) I enjoy the subject matter and it really does make me think about life differently ! Thank you for everything !
- Professor Skibra did a great job of engaging us in a class like Philosophy which can be difficult to make engaging! Overall an enjoyable class.
- Prof Skibra made what I viewed as a boring subject to slightly more interesting than I expected. He presented the powerpoints very clearly and made sure to explain everything as much as it needed. The readings were generally relevant. I like the way the course was structured into 3 different parts which made studying for exams more simple. Some things he could improve on include making the lectures more engaging, maybe with group projects, discussions, or something that has the students interact more so it's harder to doze off.
- He was a wonderful professor and genuinely cared for everyone in the class and took the time to memorize our names and get to know all of us. As for the course he taught it very well and wouldn't hesitate to answer any questions we had. He is also accommodating for making up tests before and/or after you were absent or sick. Prof. Skibra definitely made me more interested in philosophy and I am grateful I got to learn all about it through him!!
- Great professor, was very creative about finding ways to help students understand.
- Professor Skibra is a great teacher. At first I struggled a bit with his weekly reading quizzes, but once I figured out I needed to study harder for them I improved greatly. He was a good challenge and a insightful teacher.
- You're great. Such a wonderful professor. Really cares about his students and that they absorb the materials. Great lecturer.
- Great teacher
- Thank you for the great semester, you were a great professor!
- Professor Skibra did a good job of teaching what I thought a hard class. He is slow with posting grades and tests and quizzes were hard. Overall lovely person and very easy to talk/approach!! would take again!
- Dr. Skibra made philosophy easier to understand than other teachers that I have had in the past. Not only did he frequently give us scenarios to help understand, but he also helped with preparation for exams as well. Overall I don't think I have had a better Philosophy course than this one.
- I believe this class is well run and the lectures are easy to follow. I like how I did not have to buy a textbook for this class and how the exam questions are given beforehand.
- Professor Skibra is actually a really good professor, probably the best one I've had during my first semester of freshman year. He was very clear as a teacher, but the material was too much for me. The class moved very quickly and I was not comfortable with the amount of time we spent on topics. If we had slowed down a little, I believe it would have helped me as a student.
- Great guy, talks very clearly and conveys information well. Slides almost every class were not the best, lectures were hard to follow at times, random quizzes were stressful. Test format was very good.
- This was without a doubt my favorite class. Lectures were made as fun as they could and I was able to sit back and relax and listen to you and others without feeling pressured to respond. Everytime I went in for extra help I was given it. If I had questions ever they were answered. Through this class, even if my paper was bad I felt confident writing for the first time. Hands down my favorite professor and class I've taken here at Loyola. Definitely need to grind to get a good grade but it is worth it. Thank you professor for making class fun, enjoyable and knowledgeable. I hope to take a class of yours again in the future.
- Thanks for a great semester! See you around.
- Daniel Skibra is by far one of my favorite professors. He is really understanding on personal matters and wants you to succeed. He taught class in a way that engaged student discussion. He related course material into real life scenarios and made the subject of Philosophy fun and interesting. Overall I find him to be an excellent professor and would definitely take another course taught by him.
- Mr. Skibra is a great teacher he really shares his joy when he teaches. You can feel that he likes his job. He is also funny and always there to help. His classes are lively and always makes us reflect on something (pretty normal it's philosophy). Honestly he is a special teacher and I'm very lucky to have him. If I was going to rate him, I'm gonna give him 5 stars out of 5 🌟
- Thank you so much for teaching the course. I hope to be able to send emails with questions of other philosophy issues I may have. Thank you again.

What would you say are the particular strengths or weaknesses of this instructor?

- Strength: has power points of the lesson. Weakness: laughs his own jokes
- Strengths: explains everything carefully, detail-oriented, clear and cohesive, stops class to explain, offers flexible office hours and just overall a lot of help. Weaknesses: sometimes gets off track in the middle of a lecture wish confuses me (personally bc im a lil slow)
- He's perfect, I just wish he gave more bonus points 🍌
- The instructor explained the articles in great detail and to better understand the material, he would give real life examples. Overall, the instructor's lessons were easy to follow while the topics were somewhat hard. There are times where couldn't explain the topic, but in the end we were able to understand the subject.
- Strengths - engaging, fun, instructive, conveys information well Weakness - can sometimes be a tad confusing, reads a lot from slides verbatim
- Relating it to real life examples
- Strength- Talks very clearly, easy to understand Weakness- Lectures are boring
- Strengths: easy to follow with lectures Weaknesses: sometimes gets off topic
- Professor Skibra is a very relatable and easy going guys. He is ver knowledgeable and makes the class a lot of fun to be in.
- Strengths: Elaboration of concepts Weaknesses: Slightly confusing PowerPoints
- talking strength feedback not always great
- Great explaining philosophical concepts and relating them to real life situations
- Professor is great at making known what is important. Sometimes goes too fast.
- Strengths in concisely explaining course material.
- i think he is such a good teacher. he made things engaging and easy to understand. sometimes i would kinda get distracted and zone off but that's because it's my 4th and last class of the day
- His strengths include a personal connection and good engagement with the class. He relates concepts with interesting scenarios and fosters healthy in class discussion. Professor Skibra has no weakness
- He was really great and made a not so interesting subject very interesting!
- Strengths are definitely relating back to the real world and giving examples that help the class understand the material more. Weaknesses maybe sometimes going too fast over topics that are more confusing instead of breaking it down.
- Strengths would be how well the professor interacted to make the material fun and interesting.
- He is good at explaining tough scenarios and will break them down further if we need it. I see no weaknesses he is a great professor!
- Strengths: Knowledge of subject, relatability with students, conciseness of powerpoints Weaknesses: Not super engaging
- Strengths: made topics we learned applicable to real life, good about engaging the class and encouraging classroom discussions Things to improve upon: using the board more and stepping away from slides at times throughout the semester since most other classes we take heavily use slides as well
- Professor Skibra was very good at giving real world examples which helped me understand the concepts much better. He also was able to relate to his students and I truly enjoyed his class. We had fun in class but we were also able to learn a lot about philosophy. I would say that it was perfectly balanced.
- No weaknesses except maybe have more group projects ! Strengths- the way you teach, posting the slides online, clear and good communication with students, making class entertaining, real life scenarios
- Teaching the material in way that makes it simple for the student to understand.
- This instructor is able to explain very complex philosophical ideas in simple terms so it is easier to understand.
- He was good at including the students during lecture but his slides are not organized well for note-taking. He also goes to fast through his slides for students to effectively write all the information on paper, if we were allowed to use a computer to type it would be easier.

Feedback for other students: What advice would you give to another student who is considering taking this course (or section)?

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- the reading are hard so don't be afraid to look up summaries to help supplement them
- Keep up with the readings, and take notes as you read.
- Study
- Definitely try to take this class with prof Skibra! Come to class with an open mind and be prepared to learn not only a lot of new things , be ready to learn a new way to think about life.
- Take advantage of the fact that the test questions are given to you ahead of time! Don't just wait until the last day to study just because you have the questions. Give yourself a few days to study because the material can be dense at times.
- Actually do the readings or at least read a summary of the reading before class. Easier to understand the material and will help you do better on the reading quizzes.
- Be sure to pay attention to the lectures even though he puts the slides online after. Sometimes what he says is more important than what's on the powerpoint.
- Be prepared to rethink everything about life. This course raised some big questions and just makes you ponder about life and what else there is to it.
- Read the readings on time and if you have questions, ask before the beginning of class.
- After doing the readings, see if there are summaries online also to make sure you got the basis of what the writing is telling you.
- There will be a lot of reading but it should be expected because it is a philosophy course.
- Actually study and do the weekly readings and you should do great. Actually talk to Professor Skibra when he asks questions it makes the class much more enjoyable.
- do the readings!!!! even if you just read the summaries
- Make sure to pay attention to lectures.
- Take it with Skibra.
- Read the readings and pay attention to the lecture
- really listen in class
- Don't stress over the readings he assigns, he only gives a quiz once a week. But, also pay attention to study guides and powerpoints for excelling too.
- Take this course, and do the readings
- Make sure to answer the questions given before the exam and to post on the forum to get feedback.
- It's fine.
- go to class and do the homework and you will do well
- Just come prepared by doing the daily readings and take notes and you should be fine. It's a lot of reading though so be prepared.
- This class is overall excellent, the topics have you thinking topics you wouldn't think about. Also, the topics have you challenge yourself and the world around you.
- This teacher is the perfect person your course. You won't regret
- TAKE NOTES THAT YOU WILL UNDERSTAND. Most of Skibra's power-points are very centered on his teaching style, so if something makes sense for you by writing it in your own way, WRITE THAT DOWN. *** Also, when there's a slide with a picture that prompts up a class discussion, take notes on that because most of the time, there aren't any written notes on the power-point regarding the example at hand (AND THE EXAMPLES SHOW UP ON TESTS/QUIZZES).
- Talk in class, it's a fun class if people speak.