

PHIL 130 (004_1): Philosophy & Persons

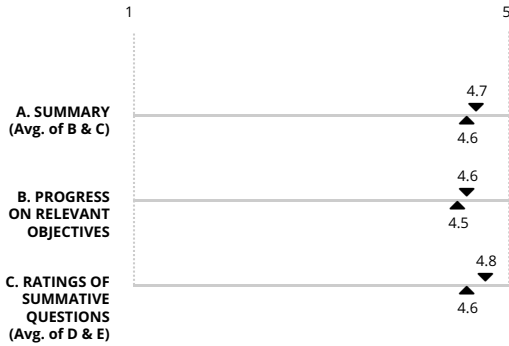
Spring 2019 | Daniel Skibra

35 | Students Enrolled
 30 | Students Responded
 85.71% | 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	4.8	4.9
E. Excellent Course	4.4	4.6

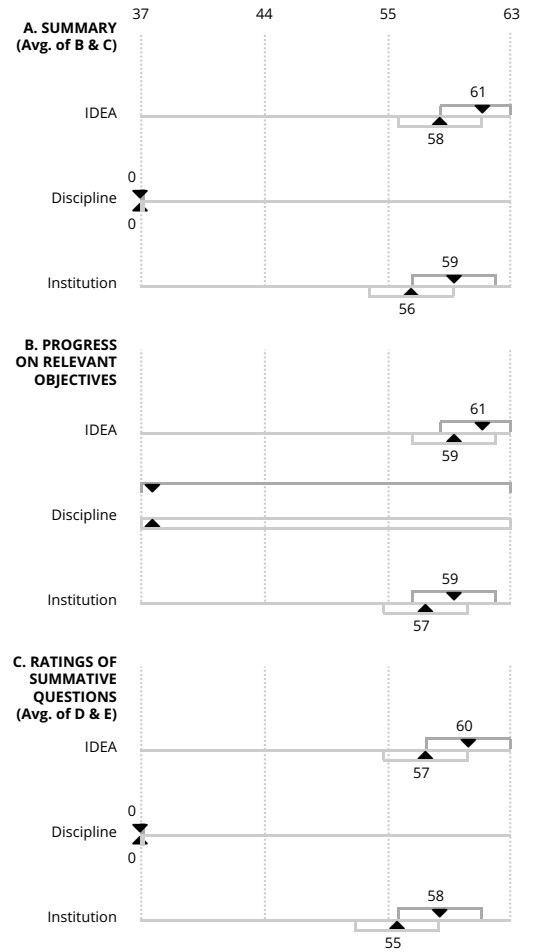
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	59	61
Discipline		
Institution	57	59
E. Excellent Course		
IDEA	54	58
Discipline		
Institution	53	57

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 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	4.6	4.7	0	97	60	63			57	59
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.1	4.2	3	67	53	54			52	54
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.3	4.5	0	87	55	58			53	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	4.4	7	83	52	56			51	55
Acquiring skills in working with others as a member of a team	M	3.5	3.5	33	53	44	44			45	47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.7	3.9	20	67	51	53			51	54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, sci-	M	3.9	4	7	63	52	53			50	52

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

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	48		47
I really wanted to take this course regardless of who taught it.	3.4	44		44
When this course began I believed I could master its content.	3.8	47		46
My background prepared me well for this course's requirements.	3.6	48		47

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.7	0% (1 or 2) 100% (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	4.7	0% (1 or 2) 90% (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	4.6	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.9	13% (1 or 2) 63% (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)	4.6	0% (1 or 2) 93% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.6	0% (1 or 2) 97% (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	3% (1 or 2) 80% (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	4.1	0% (1 or 2) 77% (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	4.7	0% (1 or 2) 97% (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	3.9	13% (1 or 2) 63% (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	3.8	13% (1 or 2) 60% (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	7% (1 or 2) 80% (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	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)	0% (0)	0% (0)	33.33% (10)	66.67% (20)	30	0	0.47	4.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	6.67% (2)	23.33% (7)	70% (21)	30	0	0.6	4.63
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	3.33% (1)	30% (9)	66.67% (20)	30	0	0.55	4.63
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	13.33% (4)	26.67% (8)	60% (18)	30	0	0.72	4.47
Formed teams or groups to facilitate learning	10% (3)	13.33% (4)	26.67% (8)	23.33% (7)	26.67% (8)	30	0	1.28	3.43
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	33.33% (10)	66.67% (20)	30	0	0.47	4.67
Provided meaningful feedback on students' academic performance	0% (0)	3.33% (1)	16.67% (5)	20% (6)	60% (18)	30	0	0.87	4.37
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	23.33% (7)	40% (12)	36.67% (11)	30	0	0.76	4.13
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	6.67% (2)	6.67% (2)	26.67% (8)	16.67% (5)	43.33% (13)	30	0	1.24	3.83
Explained course material clearly and concisely	0% (0)	0% (0)	10% (3)	6.67% (2)	83.33% (25)	30	0	0.63	4.73

<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>									
Related course material to real life situations	0% (0)	0% (0)	3.33% (1)	20% (6)	76.67% (23)	30	0	0.51	4.73
Created opportunities for students to apply course content outside the classroom	6.67% (2)	6.67% (2)	23.33% (7)	20% (6)	43.33% (13)	30	0	1.23	3.87
Introduced stimulating ideas about the subject	0% (0)	0% (0)	10% (3)	20% (6)	70% (21)	30	0	0.66	4.6
Involved students in hands-on projects such as research, case studies, or real life activities	13.33% (4)	30% (9)	13.33% (4)	13.33% (4)	30% (9)	30	0	1.46	3.17
Inspired students to set and achieve goals which really challenged them	0% (0)	13.33% (4)	23.33% (7)	20% (6)	43.33% (13)	30	0	1.09	3.93
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	16.67% (5)	16.67% (5)	66.67% (20)	30	0	0.76	4.5
Asked students to help each other understand ideas or concepts	3.33% (1)	0% (0)	16.67% (5)	20% (6)	60% (18)	30	0	0.98	4.33
Gave projects, tests, or assignments that required original or creative thinking	3.33% (1)	3.33% (1)	13.33% (4)	20% (6)	60% (18)	30	0	1.04	4.3
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	3.33% (1)	6.67% (2)	23.33% (7)	66.67% (20)	30	0	0.76	4.53

<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)	0% (0)	0% (0)	3.33% (1)	36.67% (11)	60% (18)	30	0	0.56	4.57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	3.33% (1)	30% (9)	16.67% (5)	50% (15)	30	0	0.96	4.13
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	13.33% (4)	40% (12)	46.67% (14)	30	0	0.7	4.33
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	6.67% (2)	10% (3)	40% (12)	43.33% (13)	30	0	0.87	4.2
Acquiring skills in working with others as a member of a team	16.67% (5)	16.67% (5)	13.33% (4)	10% (3)	43.33% (13)	30	0	1.56	3.47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	6.67% (2)	13.33% (4)	13.33% (4)	33.33% (10)	33.33% (10)	30	0	1.24	3.73
Gaining a broader understanding and appreciation of intellectual/cultural ac-	3.33% (1)	3.33% (1)	30% (9)	26.67% (8)	36.67% (11)	30	0	1.04	3.9

<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)	6.67% (2)	76.67% (23)	10% (3)	6.67% (2)	30	0	0.64	3.17
Difficulty of subject matter	0% (0)	6.67% (2)	66.67% (20)	23.33% (7)	3.33% (1)	30	0	0.62	3.23

<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)	43.33% (13)	36.67% (11)	20% (6)	30	0	0.76	3.77
I really wanted to take this course regardless of who taught it.	3.33% (1)	20% (6)	23.33% (7)	36.67% (11)	16.67% (5)	30	0	1.09	3.43
When this course began I believed I could master its content.	0% (0)	16.67% (5)	10% (3)	46.67% (14)	26.67% (8)	30	0	1	3.83
My background prepared me well for this course's requirements.	3.33% (1)	13.33% (4)	23.33% (7)	36.67% (11)	23.33% (7)	30	0	1.08	3.63
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	16.67% (5)	83.33% (25)	30	0	0.37	4.83
Overall, I rate this course as excellent.	0% (0)	0% (0)	16.67% (5)	30% (9)	53.33% (16)	30	0	0.75	4.37

Qualitative

Comments -

- Professor Skibra is very approachable, makes the material very understandable and provides a stimulating environment in order to learn.
- Dr. Skibra is an exceptional lecturer! He explains difficult concepts clearly and concisely while allowing students room to make their own interpretations of the text. Class is a joy to attend and I would certainly recommend other students have the opportunity to take his course. Dr. Skibra has a place amongst the top three most engaging and enjoyable professors at Loyola!
- The only comment I have is to label what the PowerPoint Slides include (like topic/author/reading) because it was kind of confusing when I needed reference to class discussions or for review.
- I really liked this course! I like how Professor Skibra used a lot of scenarios and pictures to explain ideas because that helped me visualize it in a better way. I also liked how the tests were set up with knowing the questions before-hand because they allowed me to realize what was most important for the exams and focus on that.
- Lecture slides were very clear and concise. Great at explaining the main points of the texts and what we really had to know. Philosophy can be confusing but this class made it easy to understand the main concepts.
- Professor Skibra engages students with eloquent explanations of difficult topics. He also injects humor and fun anecdotes to make the class more interesting. Great!
- Really straight forward material and expectations. The tests and readings were all manageable. I liked that we didn't have to buy a bunch of books. Some of the essays seemed to be a little unclear just because of how broad the prompts were which made them difficult. Overall, I am happy I took Skibra for this course because I was not looking forward to it and he made it bearable.
- I enjoyed this class and how Professor Skibra always used real world examples and even his students to explain different ideas to the class. It made it a lot easier for me to understand the topics because he explained everything well.
- heavy reading load. i think he should've planned the papers better because we just turned in our second paper and the third is due the week of finals, yet we still have a written exam to prepare for. takes a very long time to grade and input grades into sakai. overall a great professor though, just minor adjustments for future students.
- Made the class interesting and interactive. Really found the examples given in class helpful.
- Professor Skibra is knowledgeable about philosophy and makes the class enjoyable. His humor and approachable personality allowed me to fully develop my skills in philosophy through asking questions and participating in class.
- kinda wish he gave more feedback on exams. I get points off without knowing what i did wrong.
- Lectures are very thorough to explain such a difficult subject and the difficult readings. I better understood the material because of how lectured
- I really like this class and I think that if I didn't have the background in philosophy that I do from taking PHIL 181 last semester and theological philosophy throughout high school, I definitely would have struggled more, but philosophy is complicated, so I think that you did very well in teaching so many philosophical ways of thinking into the course in a meaningful way.
- Your vocal range and conversational tone made definitely made it more interesting to listen!
- I think that the slides given to us were a very big help when it came to breaking down and understanding the concepts. I also liked the guide to reading philosophy because I could not read them efficiently before I started the class (partially because I never had to before). If possible I think it would be cool if there was a model paper for every paper, I think the model paper for the first paper was very helpful for me. Overall, I love the class and the professor! And that means a lot because when I first started the class I hated philosophy.
- Gave a manageable workload, and all needed materials were on sakai. Given this course, he taught the material in the most understandable way possible, and gave many real life examples which helped. The readings were also manageable in length and difficulty. I wish the grading scale was different because getting a few points off on the test and the grade goes down substantially. I know only a few decimals points were taken off, but I feel like a different scale would be better for students and easier to understand.
- Dr. Skibra was a great professor; he made philosophy much easier to understand and uses examples that are related to today. Overall, I like the way the class is structured.
- I think Dr. Skibra was a wonderful professor. He cared about his students and was fair. One thing I would recommend would be to not focus on scenarios that are not possible and are what if scenarios. For example, we spent a lot of time thinking about if a person who was cut in half and replaced with a robot body was the same person as before. I think the bigger question to think about would be why someone would do that in the first place.

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

- One of the weaknesses is that sometimes I feel like he was going to quick in which can get confusing at times. Other than that, everything was good.
- Good at teaching the material, but lacked on the effectiveness of the grading scale.
- He is very good at breaking down the material so that it's easier to understand in modern terms.
- Pros: Method of teaching, clearness in explanation Cons: every lecture is somewhat monotone, and not many things in groups (not necessarily bad though)
- I think a definite strength is uploading the presentations that we use in class and finding examples of the ideas that we are taught and relating them to our life either through providing personal examples or asking the class.
- I did not see any weaknesses. The main strength I saw was his ability to explain topics well to the class, in a way where we all can understand it and connect it to the real world.
- His strengths include witty humor and applicable real-world examples for each lecture topic. You can tell he really cares about both the students and the subject. A weakness (but not a huge one) is sometimes off-topic discussions can last too long in class and distract from what we need to learn for the tests.
- His strengths are lecturing and making difficult to understand concepts easier to understand. His weakness would be getting the class to participate.
- Strengths are that he makes the material interesting and goes at a steady teaching rate. He makes sure everyone understands everything before moving on.
- Does a good job explaining hard topics. Giving good examples that relate to modern life.
- Very engaging and entertaining lectures, the only thing I would recommend changing is the grading scale. Tests are only worth 20 points, and I think they should be worth more because that would better reflect the amount of preparation required to do well on them.
- He moved slowly through topics. Sometimes it came in handy when the topics were complex but it also made the class unnecessarily lengthy at times.
- Strengths; Lecture slides, explanations, feedback on essays, great study guide Weakness: extending the lectures and not finishing the material that was supposed to be covered
- please read comments before this. I liked how exams were set up with knowing the questions before and I liked how he used many scenarios and pictures to help us learn.
- good at coming up with examples
- Good at explaining things simply and being approachable.
- Strengths: Very enthusiastic and makes philosophy very enjoyable to learn by making references to the modern world and providing examples to apply each type of philosophy to.
- Strengths: Exceptional and engaging lecturer who elucidates of concepts clearly and concisely, allows students room for discussion and input. Treats students with a tremendous amount of respect (learns everyones name and includes them in class discussion) and most importantly is never condescending. Weaknesses: Class/topics could probably move at a little bit of a faster pace. However, this is mostly a personal preference and may be due to the fact I am a philosophy major. This course is still an introductory and required course for many and overall is probably a good pace for those who have never taken a philosophy course.
- He explains the content very well, but sometimes he spends too long explaining irrelevant things, like what is going on in the clip art.
- He is very good at getting students involved in the discussions.

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

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- Do the readings, he gives pop quizzes.
- The papers are pretty difficult so definitely start them ahead of time. As long as you study, read and go to class a good grade shouldn't be out of reach.
- Make sure you are prepared to read a lot and be able to analyze what you have read
- If you are looking for an introductory course in philosophy, taking Dr. Skibra is a great place to start. He elucidates difficult concepts clearly and concisely and really cares about your success in the class. Do not hesitate to take!
- Definitely take Skibra if you want to enjoy philosophy and actually understand it.
- i would tell them to keep up on the readings and to do the study guides.
- don't waste time reading 30+ pages a night for one class, skim it and understand the main points. otherwise, you'll be up all night.
- I would tell them to do the reading because it really helps and also really know the questions for the exams because they will really boost your grade
- Make sure to pay attention in class and study for the exams using the study guide. The study guide is extremely helpful
- Be ready for pop quizzes
- Make sure to do the readings
- Take the class and participate!!
- This course is so helpful in learning how to create arguments and support for difficult topics.
- Participate in the class discussions - makes every day interesting! Professor Skibra is wonderful at indulging students with conversations that interest us, even if it isn't directly related to the lecture.
- I would suggest that you do actually read the readings at least briefly and ask questions on any topics that confuse you. If you put in the effort, you should do well in the course.
- I would say to be prepared to read.
- Do the readings and attentively read the PowerPoint while the professor is lecturing because it helps with what is being said.
- Pay attention to the slides, sometimes I like to see the slides before I read the article because it helps me understand the material. ACTUALLY READ THE ASSIGNED READINGS or you will be lost. He is a little bit of a tough grader, the tests and quizzes are not multiple choice, however he is great for giving suggestions and identifying exactly what he is looking for.
- Philosophy is a tough subject to understand, but if students do all the reading, it shouldn't be complicated and also ask questions if confused.