

Name: Mr. Daniel M. Skibra

College: Elmhurst College

Admin. Date: 05/19 **Batch No.:**
Class: PHL-210-52 - Intro to Philosophy

Report No.: **Report:** Class

Class Enrollment: 24 **No. of Respondents:** 15

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.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	53	26	13	---	6	---	---	4.20
2. The instructor's preparation for each class period	33	40	---	6	6	---	13	4.00
3. The instructor's command of the subject matter	66	26	---	6	---	---	---	4.53
4. The instructor's use of class time	26	20	---	---	6	---	46	4.12
5. The instructor's way of summarizing or emphasizing important points in class	66	6	20	---	6	---	---	4.27

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.

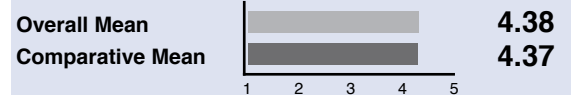


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	60	13	6	13	6	---	---	4.07
7. The instructor's command of spoken English (or the language used in the course)	73	20	6	---	---	---	---	4.67
8. The instructor's use of examples or illustrations to clarify course material	66	26	---	---	6	---	---	4.47
9. The instructor's use of challenging questions or problems	53	40	---	6	---	---	---	4.40
10. The instructor's enthusiasm for the course material	60	26	13	---	---	---	---	4.47

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.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	66	20	---	6	6	---	---	4.33
12. The instructor's respect for students	73	20	6	---	---	---	---	4.67
13. The instructor's concern for student progress	60	26	6	---	6	---	---	4.33
14. The availability of extra help for this class (taking into account the size of the class)	53	26	---	6	6	---	6	4.21
15. The instructor's willingness to listen to student questions and opinions	53	33	6	6	---	---	---	4.33

+ This mean is reliably at or above the 90th percentile. See page 5.

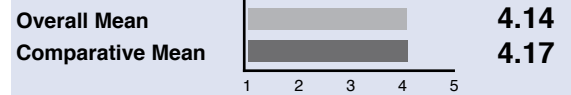
- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

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

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.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	46	33	13	---	6	---	---	4.13
17. The clarity of exam questions	53	20	13	6	6	---	---	4.07
18. The exams' coverage of important aspects of the course	60	26	6	---	6	---	---	4.33
19. The instructor's comments on assignments and exams	46	20	6	13	6	6	---	3.93
20. The overall quality of the textbook(s)	33	53	---	6	6	---	---	4.00
21. The helpfulness of assignments in understanding course material	60	33	---	---	6	---	---	4.40

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

E. Supplementary Instructional Methods ***

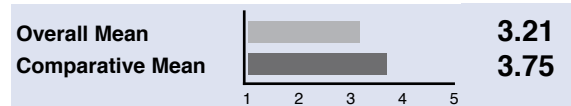
	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	Not Used	Mean
22. Problems or questions presented by the instructor for small group discussions	46	26	13	---	6	---	6	***
23. Term paper(s) or project(s)	40	40	6	6	6	---	---	***
24. Laboratory exercises for understanding important course concepts	6	---	6	---	6	---	80	***
25. Assigned projects in which students worked together	20	20	---	20	26	---	13	***
26. Case studies, simulations, or role playing	13	6	---	6	6	---	66	***
27. Course journals or logs required of students	13	13	6	6	6	---	53	***
28. Instructor's use of computers as aids in instruction	33	26	6	6	6	6	13	***

*** Means are not reported for these statements

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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	6	26	53	---	13	---	---	3.13
30. I made progress toward achieving course objectives	---	26	66	---	6	---	---	3.13
31. My interest in the subject area has increased	6	13	60	13	6	---	---	3.00
32. This course helped me to think independently about the subject matter	20	26	40	6	6	---	---	3.47
33. This course actively involved me in what I was learning	20	20	40	13	6	---	---	3.33

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 teachers 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 the course	6	20	33	26	13	---	---	2.80-
35. I was prepared for each class [writing and reading assignments]	---	13	46	20	13	---	6	2.64-
36. I was challenged by this course	13	13	53	13	6	---	---	3.13

+ This mean is reliably at or above the 90th percentile. See page 5.

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

Student Survey Comments

Based on group notes, I personally prefer to do notes individually and have my grade depend on what others do in the class. My first group was amazing worked well together and communicated very well together. With my second group, there was not much effort coming from anyone and it was a lot less communication.

This professor was a very respectful and understanding professor. He was very helpful as well. He helped me learn a lot and gave me the help when I needed it

I dropped this class because I couldn't understand anything the instructor was teaching.

I think Mr. Skibra did a good job teaching the course, but I think that this is a bad course for an online setting. Philosophy should be a heavily discussion based course and I don't think that's very doable in an online setting while keeping the loose scheduling feel of an online course.

The nature of this class being an online course makes it difficult to engage in the topics at hand. Philosophy requires live debate to best challenge student's thinking. I wouldn't recommend this class be taken online if one wanted to fully engage in the course content.

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The following are anonymous evaluations solicited by the instructor through Google Forms at the conclusion of the term to gain more qualitative feedback from the class.

1. What are the particular strengths or weaknesses of this instructor?

- Some content was way too fast. But he was very enthusiastic about the topic and willing to help when needed
- I would say the professor included great resources for learning the material, provided constructive feedback for improving writing, and helped students to succeed through 1-1 emails, and through feedback which helped students to promote their individual thoughts on subject matter and different scenarios presented throughout the course.
- Strengths: he is very thorough with his lectures and gives all of the information that is needed to learn the material
- Weaknesses: gives a lot of work every week
- Timely communication, helpful powerpoint slides, nice range of selected readings/course materials, fair grader, good paper feedback.
- Would be more helpful if all of the weeks content was uploaded earlier in the week. Good lectures. Easy to understand.
- *Did an excellent job at keeping up with posting material and making sure to get back to questions as soon as possible!

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

- He was very open with willing to help and encourage the student
- I would say providing great responses and helping the individual to succeed by showing ways they can improve their performance in the class.
- The feedback that was given was very helpful and encouraging
- See strengths
- Lectures were very good.
- Constantly breaking down the readings were the most beneficial from the class lectures

3. What advice would you offer someone who was considering taking this course?

- *Do the readings! And participate in your group notes! It will help! Use the sources!
- I would keep on top of deadlines for the course, as it may be easy to forget about assignments that are present in an online course. Do it early and do it often and then you'll do fine in the course.
- Stay on top of the work and spread it out throughout the week
- Try to do the readings/discussions early in the week instead of Sunday night/afternoon. You'll enjoy your weekends more.
- I found it easier to listen to the lectures before reading because otherwise I didn't understand anything.
- *Stay on top of the material!