Student Evaluation of Teaching, Spring 2024
Gerard Rothfus, PHIL/POLI/ECON 698-003
Mode: IP (In Person)

Raters	Students
Responded	22
Invited	28
Response Ratio	78.6%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.14	4.00	0.89	22	0.0%	9.1%	4.5%	50.0%	36.4%
2. The instructor treated all students with respect.	4.86	5.00	0.35	22	0.0%	0.0%	0.0%	13.6%	86.4%
3. The instructor encouraged students to participate in this class.	4.77	5.00	0.43	22	0.0%	0.0%	0.0%	22.7%	77.3%
4. The instructor saw cultural and personal differences as assets.	4.64	5.00	0.66	22	0.0%	0.0%	9.1%	18.2%	72.7%
5. I could really be myself in this course.	4.55	5.00	0.60	22	0.0%	0.0%	4.5%	36.4%	59.1%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.77	5.00	0.43	22	0.0%	0.0%	0.0%	22.7%	77.3%
7. The course challenged me to think deeply about the subject matter.	4.45	5.00	0.86	22	0.0%	4.5%	9.1%	22.7%	63.6%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.86	4.00	1.21	22	0.0%	22.7%	9.1%	27.3%	40.9%
9. Overall, this course was excellent.	4.23	4.50	0.97	22	0.0%	9.1%	9.1%	31.8%	50.0%

11. The instructor held class meetings consistent with the official schedule published for this course.		
N	Yes	No
22	100.0%	0.0%

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.32	5.00	1.04	22	4.5%	4.5%	0.0%	36.4%	54.5%
2. My writing skills have improved significantly as a result of taking this course.	3.91	4.00	1.06	22	0.0%	13.6%	18.2%	31.8%	36.4%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.27	4.50	0.88	22	0.0%	4.5%	13.6%	31.8%	50.0%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.73	5.00	0.55	22	0.0%	0.0%	4.5%	18.2%	77.3%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.86	5.00	0.35	22	0.0%	0.0%	0.0%	13.6%	86.4%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Spring 2024 semester?

Comments
I loved the way that Professor Rothfus had us present and lead a lecture for a given topic, because this helped me practice giving a long presentation ahead of our final project. I also feel as though learning from my peers kept the dynamic of the class interesting, as each group would have different styles, activities, etc.
Gerard was a great prof and treated all students with respect. I never felt intimidated to ask questions or partake in conversation.
He was great at facilitating class discussions and presentations that deepened my understanding of the material. He was very accessible outside of class for questions, and always helpful. The format of this course was simple and efficient, I liked always knowing what was expected of me each week. The readings he selected for our homework were also interesting, which helped.
My being very understanding and approachable and realistic.
He was a great professor and really made an effort to ensure we understood the subject matter. And also had the chance to express our own views.
Dr. Rothfus held office hours every week which was very helpful. He's always very welcoming and willing to answer any questions. He's an excellent teacher whose positive attitude create a class environment that is fun and engaging!
Office hours were helpful for my learning
Hire this man. Perfect Professor. Ability to teach and show patience and care while explaining was better than 90% of professors I have had across several departments
Was consistently available through email and during office hours, as well as communicating any changes to the syllabus with students.
Gerard frequently stepped in to further explain information if students were having trouble. He encouraged frequent group discussion to facilitate learning.
Gerard was wonderful. He always opened up the floor for discussion and did a lot of small group discussions.
Professor Rothfus encouraged dialogue about course material among classmates. However, I found the textbook to be a little too dense and covered in economic theory than I would have preferred personally. I believe that we focused too much on economics throughout the course when I was hoping to learn more about different philosophical and political questions. Additionally, I strongly disliked the system of having students present the material for the majority of the semester. I was excited to learn from a knowledgeable professor, not peers who read the textbook the night before class.
We were broken into groups often during this course of which allowed for a more comfortable way to talk about the content in the course without directly having to share your own ideas with the class. I thought that this constant interaction made class enjoyable and more interactive than many courses I have taken in college. Additionally, most of the material we learned was taught by students in the class as we were broken into pairs and each gave a lecture for the day. This allowed me to really learn the material I taught and knowing the effort I put into mine I felt more inclined to listen to my peers.
Professor Rothfus is really a nice human being. The reason I did not enjoy the class was not due at all to his demeanor or assistance but more to do with the material.
I really enjoyed the original format of the class that involved partners leading the class in discussions and activities. I thought it was a great way to stay engaged and get insights from everyone in the class.
I liked when we were able to give our own presentation; that allowed me to dive deeply into my specific topic as I explained it to the class. As a seminar style class, there was plenty of opportunity for discussion which allowed for deeper conversations and understanding.
He had us present a topic during one of the class periods with another peer which allowed us to more deeply learn the material since we had to be knowledgeable on the topic if we were teaching it to our classmates
He designed the course in a way that made students actively engage. We had to create presentations to present to the rest of the class and this made us take ownership in our learning process.
He allowed for us to visit him during office hours to clear up any confusion we had about the course material.
Professor Rothfus made learning possible by making–sure each student got a chance to lead discussion in the direction they wanted by assigning each chapter of the book to a pair of students. We also commonly broke out into small groups and completed Poll Everywhere's so each student could give feedback or input in more comfortable settings.

2. Which aspects of this course should be kept for future times this course is taught?

Comments
I really liked the use of weekly homework assignments that allowed us to come up with a response based on the reading, because I felt that the activity helped me prepare me for the discussion that we would have about the topic before the presentation and lecture. It provided me with an opportunity to flesh out my thoughts and understanding of the topic.
The final paper being able to be written about a topic for of one's own choosing I think was a wonderful idea.
The class discussion in small groups was helpful. When it came to my turn to lead the class discussion I was scared, but looking back I think it helped prepare me for the final presentation as well as really grasp the material I was presenting on. It was nice that we did it with a partner as well, that made it less daunting. The poll everywheres were always engaging as well.
The overall structure and readings were great!
The student–led discussions!
All aspects—the book we read was very good!
Class discussion
The peer teaching makes me learn at least one section and is a good experience.
The student lead presentations were well structured and led to a lot of good group discussions, but the questions pulled from the textbook were often strangely worded and hard to follow.
The consistent schedule of themes helped structure the course
I'm excited to see our final paper presentations
I enjoyed the class discussions/group discussions about the material.
Daily group work and presentations
I loved my PPE Intro class. My intro class encouraged engagement more because it better connected course concepts to modern dillemas, media, and hypotheticals. This class, however, felt so technical that it was hard to make those connections. This was partially due to the assigned readings for the course which were so dry that they were difficult to get through while actually grasping the meaning. I think a book that is more engaging to read and invites more discussion surrounding modern topics would improve the course. I also think that less of the course should be students presenting. I learn more with a professor leading the discussion and introducing topics than other students who’ve simply read the same chapter I have. I also would have loved more direction overall on assignments for this course.
The group projects.
Same as mentioned above
N/A
Teaching a subject to the rest of the class.
I think that the student presentations were helpful with engaging with the course content.
I really liked the aspect of leading one course per semester with a partner.

Student Evaluation of Teaching, Spring 2024
Gerard Rothfus, PHIL 165-003 BIOETHICS
Mode: IP (In Person)

Raters	Students
Responded	37
Invited	38
Response Ratio	97.4%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.30	4.00	0.85	37	2.7%	0.0%	8.1%	43.2%	45.9%
2. The instructor treated all students with respect.	4.84	5.00	0.44	37	0.0%	0.0%	2.7%	10.8%	86.5%
3. The instructor encouraged students to participate in this class.	4.57	5.00	0.80	37	0.0%	5.4%	2.7%	21.6%	70.3%
4. The instructor saw cultural and personal differences as assets.	4.51	5.00	0.73	37	0.0%	0.0%	13.5%	21.6%	64.9%
5. I could really be myself in this course.	4.19	4.00	1.00	37	2.7%	2.7%	16.2%	29.7%	48.6%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.54	5.00	0.80	37	2.7%	0.0%	2.7%	29.7%	64.9%
7. The course challenged me to think deeply about the subject matter.	4.65	5.00	0.79	37	2.7%	0.0%	2.7%	18.9%	75.7%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	4.22	5.00	1.06	37	2.7%	8.1%	5.4%	32.4%	51.4%
9. Overall, this course was excellent.	4.27	4.00	0.87	37	2.7%	0.0%	10.8%	40.5%	45.9%

11. The instructor held class meetings consistent with the official schedule published for this course.		
N	Yes	No
36	100.0%	0.0%

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.57	5.00	0.83	37	2.7%	0.0%	5.4%	21.6%	70.3%
2. My writing skills have improved significantly as a result of taking this course.	3.92	4.00	0.98	37	2.7%	2.7%	27.0%	35.1%	32.4%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.32	4.00	0.85	37	2.7%	2.7%	0.0%	48.6%	45.9%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.46	5.00	0.84	37	2.7%	0.0%	5.4%	32.4%	59.5%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.67	5.00	0.68	36	0.0%	2.8%	2.8%	19.4%	75.0%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Spring 2024 semester?

Comments
He really fostered an environment where I was never scared to speak up or write anything, he would always respond graciously even if it was wrong and would talk about what was wrong in a friendly manner.
Gave us multiple opportunities to participate
He made learning very hands on and kept the class engaged
The class environment was very relaxed and he explained the material well.
Holding poll everywhere questions with examples, to show how each view worked and how that correlated to philosopher's ideas.
Professor Rothfus always provides us the opportunity for discussion and encourages us to participate in class. Power points are always provided, and we discuss the philosophy readings with our fellow peers. Additionally, professor Rothfus provided us with suggestions and possible resources to help us further understand philosophical arguments.
Dr Rothfus assigned interesting literature from leading bioethics philosophers for us to read each day in class. Often times, these papers would argue opposing views on a single topic. I enjoyed learning about these various philosophical debates; while I came into this class with very set–in–stone preconceived notions about ethics and morality regarding biology and medicine, I am no longer so sure what I believe. I do think that this class became very repetitive at times in that we would always read a paper for class, Dr. Rothfus would introduce the author, we would break out into the same small groups to make an outline of the argument (which we had individually completed for homework), and then Dr. Rothfus would review each in front of the class while highlighting inaccuracies. I wonder if there is a less repetitive and more engaging way to structure this course that encourages class participation. I think that for the first few weeks, students were highly engaged, but eventually most lost interest; I believe more of an active approach, maybe encouraging class discussions where one half argues for one view and the other half argues for another view would result in more engagement.
There was always a consistent class system and there was a lot of open discussion and group work which was very valuable.
Available to meet outside of office hour times
He was available for office hours and really cared about us as students. I wish our grades were available a little sooner.
Dr. Rothfus facilitated discussions about various philosophy papers and gave feedback on group argument outlines. Dr. Rothfus promoted an active learning style and had a highly structured class.
Some ways Professor Rothfus made learning possible during the spring 2024 semester is one he made the design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.
He offered many readings about engaging subject matters and offered many office hours
Dr. Rothfus was very inclusive and informative during the discussions and allowed adequate space for students' contributions in the classroom. The way the class is set up, starting with a short overview of moral philosophy before diving into several important topics within bioethics, was very conducive to learning and digesting information.
Explanation of the outlines of philosophers.
he's very approachable and his teaching is veyr logic and prepared.
Dr. Rothfus cares about students and subject matter, and wants students to succeed. I like how he
Very accessible office hours, great extra credit opportunities, informational rubrics and syllabus
He assigned a variety of readings that provided us with multiple viewpoints on the same topic. We were definitely introduced to bioethics with a holistic approach and not just focused on one topic or one side of the argument.
Prof. Rothfus was very understanding when it came to absences or other circumstances that prevented you from completing work. I felt very comfortable asking questions when I

Comments
didn't understand a reading or concept, and the way he sets up the final paper really encourages success.
I did not learn anything in this class. Wow, absolute waste of time. Why should I read ~20 pages, make an outline, then use that outline to make a group outline, only to have Gerard berate that group outline. And then show his better outline at the end of class. So pointless, so boring.
Professor Rothfus is excellent. His lectures are quite good at challenging the students to think deeply about the material. He always tries his best to get students to participate in class discussion.
He was very open for office hours to meet about papers and discuss subject matter.
We were assigned philosophy papers to read and write argument outlines on. I feel this has given me more practice and confidence identifying arguments.
He was adamant on going to office hours and asking questions in class.
He allowed us to summarize the readings in our own ways, express our viewpoints and ideas, and allowed us to work in groups to create new outlines that aligned with group ideas.
Was available outside of class to help with papers and provided great insight.
Welcomed student opinions about the subjects being discussed.
Professor Rothfus allowed for open discussions in class.
Providing accessibility to office hours and many resources to continue learning
Gerard was a very good professor. It was obvious that he cared about students and the subject he was teaching. Most days I stayed behind to talk or ask questions about the readings or our class discussions and he was always happy to chat with me.
Professor Rothfus made learning possible by providing a very friendly and inviting environment for all the students. He made sure all of us felt comfortable and gave us multiple opportunities to participate on our own.
Flexibility when I got sick.
very helpful in how to do class work and inciteful knowledge and listens well to what students are saying in class.

2. Which aspects of this course should be kept for future times this course is taught?

Comments
The readings were all good, and I usually liked the format of the lectures, although I think switching up the groups sometimes would make for a better experience
Being able to work in groups to discuss outlines
The open dialogue
Everything worked for me.
The philosophy essays
I think the collaborative aspect with peers to help understand the arguments of philosophy papers were useful. I was able to better understand some of the topics thanks to it.
I really enjoyed the philosophical debates in this class regarding abortion, euthanasia, animal rights, procreation, etc. While the papers were very long and overwhelming/complex at times, I felt like I was learning a bit about the field of philosophy and about some of the leading researchers. I think that these debates and the papers discussed should be kept for future iterations of the course although I believe that the class structure should be adjusted to encourage active engagement (and be a bit more varied at times).
Working in small groups, open disscussions.
Outlines as HW
All, but having a final exam and final paper is a lot and I feel like the schedule for the class crammed assignments a little more to the end of the semester. I liked the assignments

Comments
and outlines. I wish the rubric for grading was more standardized for the essays.
I liked the feedback on the argument outlines from the group work. I also the review and comparisons of different papers at the start of class.
Some aspects of this course that should be kept for future times this course is taught is primarily everything the curse was very organized and clear to understand and the professor does a great job teaching each subject.
argument outlines and readings
The overall structure and lesson map should be conserved.
argument outlines explanation in class and the environment of easy philosophy
I like how we explored multiple viewpoints of an argument. My main complaint would be that the class is a tad repetitive, and I would have loved to have more in class discussions or debates. I guess the main thing I wasn't expecting was how outline heavy the class is. Yes, it is helpful to learn, I had just been hoping for more interact. This is more of a personal preference than anything, and while not my favorite thing to do, I do recognize the utility of outlines.
Posting of powerpoints on canvas is great!
I enjoyed writing the argument outlines as homework. While it was intimidating at the beginning of the course, it allowed to have a summary of the argument that I could refer back to during class discussions and was helpful when preparing for the final exam.
I think the workload is perfect – two readings a week with a participation based outline and then regrouping with peers in class. This lets me check in with others on my interpretation of the material and often provided another view. This, combined with Prof. Rothfus outline at the end of class, made me confident that we had examined the reading/concept from all sides.
I loved having the substitute professor in class. Wish he was the prof for this class since he was actually engaging. Gerard, people actually participated when that substitute was in!! Like everyone was contributing! Nobody was plying the wordle on their iPad!
I thought the argument outlines were a good homework assignment. It's a good way to reflect on the reading before class, and they are quite useful when going back to write papers and study for the exam.
Office hours and the discussion type style. I also liked the argument outlines as a good way to break down the material.
I liked that there was a midterm paper instead of an exam.
The outlines for the arguments.
I think the group discussions and group outline creating.
I like the flexibility to choose the final paper topic. Allows me to work on a topic I find interesting.
I think most aspects should be kept.
The outlines were very helpful to study and learn.
I liked the class readings. Each subject had a variety of opinions presented so we got a well rounded view of each one. I also liked the amount of group work in this class.
I think everything about this course should be kept.
The pre final paper meetings.
course leniency and the topics taught

Student Evaluation of Teaching, Fall 2023
Gerard Rothfus, PHIL 157-001 LOGIC AND DECISION THEOR
Mode: IP (In Person)

Raters	Students
Responded	33
Invited	37
Response Ratio	89.2%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.52	5.00	0.71	33	0.0%	3.0%	3.0%	33.3%	60.6%
2. The instructor treated all students with respect.	4.88	5.00	0.33	33	0.0%	0.0%	0.0%	12.1%	87.9%
3. The instructor encouraged students to participate in this class.	4.64	5.00	0.55	33	0.0%	0.0%	3.0%	30.3%	66.7%
4. The instructor saw cultural and personal differences as assets.	4.33	5.00	0.82	33	0.0%	0.0%	21.2%	24.2%	54.5%
5. I could really be myself in this course.	4.52	5.00	0.76	33	0.0%	0.0%	15.2%	18.2%	66.7%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.70	5.00	0.59	33	0.0%	0.0%	6.1%	18.2%	75.8%
7. The course challenged me to think deeply about the subject matter.	4.73	5.00	0.63	33	0.0%	3.0%	0.0%	18.2%	78.8%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	4.12	4.00	1.05	33	0.0%	12.1%	12.1%	27.3%	48.5%
9. Overall, this course was excellent.	4.33	4.00	0.78	33	0.0%	3.0%	9.1%	39.4%	48.5%

11. The instructor held class meetings consistent with the official schedule published for this course.		
N	Yes	No
32	96.9%	3.1%

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.27	4.00	0.88	33	0.0%	6.1%	9.1%	36.4%	48.5%
2. My writing skills have improved significantly as a result of taking this course.	3.13	3.00	0.97	23	0.0%	26.1%	47.8%	13.0%	13.0%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.50	5.00	0.62	32	0.0%	0.0%	6.3%	37.5%	56.3%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.48	5.00	0.72	31	0.0%	3.2%	3.2%	35.5%	58.1%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.72	5.00	0.52	32	0.0%	0.0%	3.1%	21.9%	75.0%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Fall 2023 semester?

Comments
He held a lecture–based class where we could follow along with powerpoints, which I found helpful. He also was very willing and available to help students with the content if asked and did an excellent job of teaching the content in a variety of ways to best reach every learning type. I found his teaching style very helpful.
Gerard was very accommodating and was very interested in student success. He worked hard to make himself available for students outside of class time.
He was very helpful in office hours and holding review sessions for exams.
Professor Rothfus made learning possible by using a various assignments and activities throughout the semester that allowed students to apply course content. In lecture he would use Poll Everywhere, which worked really well, to engage students and have them answer problems similar to the ones we were discussing and doing in class. This helped me internalize what it is that we had been learning and make sure I knew how to solve the kinds of problems that would be on our Homework Assignments and exams. The homework assignments were also an amazing part of the course, as they gave us a clear idea of the kinds of questions that we would be tested on. I think these were a great study tool and really helped me prepare for our midterms. I also really appreciated how available Professor Rothfus made himself to students throughout the semester – he always extended his office hours the week we had a homework assignment due or the week we had an exam, which made preparing with him really helpful. He also hosted review sessions before an exam which I found really helpful, as he would go over the study guide he made and any questions we had. Professor Rothfus really cares about his students and their success, and this was really clear throughout the semester. I personally really struggled in the course due to the nature of the content, but having him as a professor really helped me understood the content as much as possible, and being able to use him as a resource for working through all of the assignments was immensely helpful as well.
He explained each subject in detail and made himself very available for office hours, review sessions, etc. The expectations for all assignments and exams were very clear and he was organized and helpful in preparing us for these things.
He was great, I have no complaints! Learning was very easy in this course.
Made himself available for office hours outside of the published syllabus hours
Professor Rothfus held review sessions before every midterm, created study guides, held open office hours, and was extremely supportive after the shootings on campus earlier this semester.
Office hours.
I attended office hours A LOT and he was always ready to help and understanding of my confusion. I think the course went a little fast and some material on the midterms caught me off guard, but he was ready to explain and work with me on the problems and explain where I went wrong.
Dr. Rothfus has done a tremendous job of teaching during an especially stressful semester. His calm and kind demeanor helped all of us get through the lockdowns as well as could be expected. While it was obviously not an ideal situation, I am grateful that our class had him as a leader both times. The subject matter has been difficult (at least for me). Dr. Rothfus has been extremely patient throughout the semester, and welcomes questions in class about any of the topics. He has also made it a point to walk through exercises and examples step by step and always slows down and makes sure people are following along. He has shown more patience and encouragement than any of my other professors when it comes to understanding the material. He really seems to enjoy logic and philosophy and wants his students to have a good grasp of the material. He has also been very accessible and has held office hours regularly, and extends them before exams. He has also held review sessions before each exam which have been very helpful! All in all he is an excellent professor whose knowledge and teaching ability are matched by his patience, generosity, and kindness.
He was extremely kind to students when they were struggling with the material, he made it a safe environment to get qustion wrong and went out of his way to hold review sessions and extra office hours for students who were struggling.
by answering questions, review sessions
Held many review sessions, always helpful whenever I had questions, would slow down in class if we were confused, clearly cared about his students
Organized slides, updated schedule

Comments
He always encouraged questions during class and made sure we were all aware of the timeline by having announcements at the beginning of each class. He was always very kind and respectful during questions and worked a lot to accommodate students, especially after the shooting in August.
Gerard is always patient with students and eager to facilitate learning.
Lectures, holding office hours, and providing challenging homework assignments and tests.
He always held office hours even hours outside of office hours to help everyone and anyone understand the material.
Professor Rothfus was very good about giving students extra opportunities to understand the material outside of class, like extended office hours and review sessions, which I found very helpful as someone who often needed extra help. However, the structure of lecture was not always conducive to my learning. The definitions on the slides were often worded in a way that was hard for me to understand, and lecture moved very quickly. When Professor Rothfus started writing on the whiteboard and doing examples more that was a little better, but I felt that I still did not have a good understanding of the material until I attempted to teach myself through homeworks, readings, rewatching lecture videos, etc.
He’s good with answering our questions. Many times we don’t have to be understand what we r confused about for him to figure out how to answer the question we asked. He post notes and study guide for us and host study sessions before each exam.
Gerard has an unparalleled investment in and commitment to students' learning. By holding extensive office hours, going out of his way to schedule alternative help sessions, and holding exams reviews Gerard gave ample opportunity for us students to work through problem areas. Gerard is affable and and helpful, making complex concepts comprehensible. Gerard's encouragement and positive disposition motivated my learning and added initiative to continue my learning outside of class.
Not only did he lecture with practice problems, Gerard would post videos to help us understand the foundations of different concepts. He also held study sessions for final exams that lasted for hours.
Consistent classes, clear syllabus, open communication, easy adapting.
He was very much focused on comprehension over completion and emphasized the application of concepts.
He was super sweet and flexible. I had some super dark stuff go down this semester and i really appreciate how nice he was.
He was very flexible with office hours and had review sessions with plenty of time to expand on topics.
Professor Rothfus encouraged students to engage with course material outside of the classroom. His availability for one–on–one help during office hours was unmatched and his flexibility enabled my success this semester. I'm very thankful!
He was really invested in ensuring we understood content, whether that meant offering extended office hours or exam review sessions. He was readily available and responded to questions/concerns promptly.
The review sessions for the exams were really helpful, and he really tried his best to make sure we succeeded.
Open, informative and helpful office hours. He also made sure to schedule review sessions before every exam and allowed us plenty of time to ask plenty of questions.
We always had class, and office hours were very accessible.

2. Which aspects of this course should be kept for future times this course is taught?

Comments
I definitely think that creation and posting of a study guide before each exam should be kept, in addition to the different homework assignments and how closely related they were to the exam questions. Both of these things served as great ways for students to prepare for midterms. I really liked the review sessions as well. I think that this course can be challenging due to its focus on economics/mathematics, but having these activities and resources built into the class made it easy for students to seek support and gain help in order to feel prepared for assessments. I liked that homework assignments were due at the end of having completed a unit or a lesson in class, so they could be used as a review of everything we had learned in the days and weeks prior, which also served as a great way to prepare for our exams.
Study guides, posting the videos of the course/posting all the materials, review sessions
All of them
regular homework assignments

Comments
I liked the forecasting project we did this semester
The course set up makes sense, however I am sort of confused about the forecasting project since it ties to the probability material, but it seemed more like a side mission in the class while calculating probabilities was the main mission.
All aspects should be kept. The classes where Dr. Rothfus used the PowerPoint slides in conjunction with working through logic exercises were the best for us to comprehend the material.
I liked everything! All of it! Maybe just more help with the forecasting project, I felt like that could've been more structured.
homework before each exam
Everything
The review sessions
I genuinely believe everything should be kept because the repetition helps you learn the formulas and it's a natural accumulation of material.
In person, small class size.
I liked all aspects of the course and think they should be kept
Everything.
Review sessions, homeworks, Bayes' theorem (which I weirdly really liked), Biases and Heuristics.
Study guides and review sessions.
Lectures and study sessions are key!
The assignments are good, just incredibly difficult. I would move the number to be higher or recommend a prerequisite course for better indication of the content rigor.
All, especially test reviews outside of class.
more tests
review sessions!
The video "diary" of course material attached on Canvas was very helpful for review.
The supplemental lecture videos were extremely helpful; perhaps more of them instead of the dense readings.
Review sessions, forecasting project
Bayes Theorem, conditionalization, propositional logic. Also more of the philosophical/psychological components (problem of induction, types of fallacies, etc.)
While I basically detested having three midterms, I get it. It was helpful to be assessed on smaller blocks of information rather than on, like, half of the semester at once.
The homeworks were helpful for studying for exams specifically, and the review sessions were always helpful. I found the videos posted on Canvas particularly helpful and was able to make the most sense of the content this way.
The review sessions
I think that people would be less lost in the course if lectures were structured differently. I think everyone said they would have preferred more hands on work and less lecturing on theory since what was tested was the hands on work. More in class practice and less lecturing really fast.

Student Evaluation of Teaching, Fall 2023
Gerard Rothfus, PHIL 163-002 PRACTICAL ETHICS
Mode: IP (In Person)

Raters	Students
Responded	34
Invited	39
Response Ratio	87.2%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.41	4.00	0.56	34	0.0%	0.0%	2.9%	52.9%	44.1%
2. The instructor treated all students with respect.	4.91	5.00	0.29	34	0.0%	0.0%	0.0%	8.8%	91.2%
3. The instructor encouraged students to participate in this class.	4.76	5.00	0.50	34	0.0%	0.0%	2.9%	17.6%	79.4%
4. The instructor saw cultural and personal differences as assets.	4.62	5.00	0.65	34	0.0%	0.0%	8.8%	20.6%	70.6%
5. I could really be myself in this course.	4.35	4.00	0.69	34	0.0%	0.0%	11.8%	41.2%	47.1%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.85	5.00	0.36	34	0.0%	0.0%	0.0%	14.7%	85.3%
7. The course challenged me to think deeply about the subject matter.	4.79	5.00	0.41	34	0.0%	0.0%	0.0%	20.6%	79.4%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	4.32	5.00	0.88	34	0.0%	5.9%	8.8%	32.4%	52.9%
9. Overall, this course was excellent.	4.21	4.00	0.91	34	0.0%	8.8%	5.9%	41.2%	44.1%

11. The instructor held class meetings consistent with the official schedule published for this course.		
N	Yes	No
34	100.0%	0.0%

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.68	5.00	0.47	34	0.0%	0.0%	0.0%	32.4%	67.6%
2. My writing skills have improved significantly as a result of taking this course.	4.21	4.00	0.64	34	0.0%	0.0%	11.8%	55.9%	32.4%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.44	5.00	0.70	34	0.0%	0.0%	11.8%	32.4%	55.9%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.74	5.00	0.45	34	0.0%	0.0%	0.0%	26.5%	73.5%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.85	5.00	0.36	34	0.0%	0.0%	0.0%	14.7%	85.3%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Fall 2023 semester?

Comments
Professor Rothfus was an interactive professor, and when I struggled with person matter, illness etc. he was more than helpful and accomodating. When someone posed a different approach to his coursework he was more than willing to discuss the thoughts and feelings of the students.
Flexibility with timelines and understanding of student circumstances.
Professor Rothfus was very kind to all of the students and very passionate about the subject matter. His passion made learning much more enjoyable.
Facilitated classroom collaboration.
He is a very approachable teacher which made it easy to ask questions and participate in class. You can also tell how passionate and knowledgeable he is which makes the class engaging
he was willing to repeat and tell the class when there was confusion about a certain subject about either readings or writers and explain the way they were written when it was asked
I think professor Rothus was great! Coming into this class I thought philosophy was boring, but now that the class is coming to an end, I can say that I learned a lot and that it is interesting. This class really made me think and challenged my brain and reasoning. He also had no problem meeting outside of class hours to make sure we are on the right track.
Heavily encouraged discussion between students on the material every class and always assisted and explained when needed.
He provides great lectures and explanations on the topics covered in the course. He's also very friendly and open to all sorts of comments and questions.
I think he was super helpful in a class that was difficult to understand at times. I think he did a great job at keeping the class informative, but also very engaging!
Gerard was awesome in making sure that we understood how to fully grasp these complex philosophy papers. I like that we had to produce an outline after every reading and that we consistently went over these outlines to make sure everyone was on the same page. His class format was really helpful for bettering my understanding of sometimes complex concepts.
Gerard Rothfus required students to read and outline a notable philosophical paper relevant to each day's topic before class, which we then went over in class and outlined together. Dr. Rothfus used these readings and outlines to guide a discussion of the subject matter, and encouraged students to debate the merits and pitfalls of each school of thought in ethics. The midterm and final papers also encouraged students to synthesize new, unique philosophical arguments in the style of published papers.
He was present every class period with assignments and topics that correlated with the unit.
Gerard was very approachable to ask any questions and encouraged participation in–class.
Gerard is an awesome guy, but this course sucks. Reading a philosophical argument for every single class meeting is incredibly overkill. The outline process was way overdone, although helpful, and it felt like that was the only point of the class. I would have enjoyed the class much more if we could've actually focused on arguments and done more discussion on applying ethics. The entire course just felt like a crash course in what a bunch of different philosophers thought about different ethical dilemmas. I don't think I learned much of anything that I will go out and use. This course is supposed to be practical.
set up office hours listens and takes in feedback from students lovely instructor overall
Gerard Rothfus engaged the class in course readings and understanding the arguments presented in the readings that covered course topics about ethics.
Rather than having us memorize material, he had us interact with the readings and discuss them with peers. I think this really helped me learn the material.
There was daily in–depth discussion about readings, ethical arguments, and class material. The use of argument outlines aided in comprehending the readings over just reading and discussing.

Comments
in class collaboration
Gerard is very passionate about the subject. Although our class was mostly quiet and disengaged, Gerard was always enthused to be in the classroom.
Professor Rothfus was very engaging during class time. He would ask interesting questions and actively encourage us to participate in class, augmenting our learning.
I liked how he made us do outlines before every class, it kept me accountable
he went over the papers that we had to read and provided examples of his own argument outlines which helped us see how we could improve ours. additionally, he would go over the argument outlines we made and give us some constructive feedback
he was very patient with all of us which allowed for a healthy learning enviroment
He was always easy to talk to and encouraging with ideas. Great at helping developing and refining ideas.
Professor Rothfus made learning possible by maintaining a consistent course schedule. Discussions were always relevant to the readings and lectures always stayed on–task.
By encouraging class discussion and allowing the students to collaborate on in–class assignments. Being able to discuss certain problems/questions with my classmates really helped me understand the material better and clarify anything that I wasn't very sure about after completing our readings.
He encouraged all students to participate during class and made everyone feel comfortable being themselves! He also reviewed all of the argument debates every class and provided us with his argument outlines for the papers we read!
Professor Rothfus had us complete daily activities both by ourselves and within groups that broke down the arguments of the papers we were reading. This gave us the opportunity to disect the arguments, the premises and their applications, etc. It also gave us the change to collaborate with classmates to see different persepctives we might have otherwise missed. Any questions or confusion about the philosophy were then addressed by Professor Rothfus in class.
Professor Rothfus kept the classroom environment friendly and welcoming, making sure that every student felt included during conversations. He made sure to encourage students to speak up in class and share their thoughts on course content, as well as provide positive, reassuring feedback to those students. He also made sure that every student had access to all materials/knowledge for the class in order to be successful.
I really like the small class format with lots of opportunities to discuss. I enjoyed the poll everywhere questions as it gave me room to reflect and think deeply about the subject matter.

2. Which aspects of this course should be kept for future times this course is taught?

Comments
The outlines he provided after we discussed them with our groups were very helpful
I like the willingness to work with students and the powerpoints that were very straight forward. Group work was good when coming up witth outlines during inclass work and thw ay he was willing to work with me
I think everything should be kept. The group activities not only helped us learn more about ethics, but also helped me break out of my shell to communicate with my peers.
I thought the outlines helped me to digest some of the readings better that I would have if I had just read them.
The argument outlines were very helpful. Both the ones we wrote on our own and the ones Rothfus wrote.
I think the lectures were very helpful. I liked having to read everything beforehand and making outlines. I think this helped me understand things before coming to class. I think having group time every class was also very engaging!
I think he should continue making outlines a participatory grade, as this was really helpful because sometimes, I got outlines wrong. I really appreciated that we went over past outlines each class as well, to make sure we were always on the same page.
Argument outlines and in–class discussion should definitely be kept for future times this course is taught.
The argument outlines were very helpful.
The specific units of this course were very intriguing and relevant philosophical topics.

Comments
GET RID OF SOME OF THE OUTLINES.
all
Outline of arguments
Discussing the outlines and doing poll.ev.
Argument outlines and class discussion/polls
readings
The repetition and redundance in this course takes away from the learning. Group work is cool, but maybe more variation in where people sit throughout the semester would help?
I liked how the course was structured with the outlines due before class, and how we could talk about our outlines during class time.
outlines should be kept, they were fun
going over the argument outlines
honestly all of it can be taken and applied to real life
I think the group collaboration is a great aspect.
Argument outlines should definitely be kept. Even if some people only skim the readings, it strongly encourages all students to be at least SOMEWHAT familiar with the course content.
The in–class assignment should definitely continue to be a part of the lessons. I also think that the argument outlines allowed students to simplify and write out the arguments of our readings in a way that was easier to comprehend and share with our peers.
Everything! I can't think of anything that should be taken out, except for maybe the final exam (since we already have a final paper).
The daily argument outlines were very useful, as well as sessions where we reviewed group argument outlines as a class and talked about how to improve them.
The argument outlines that were required alongside the philosophy papers were helpful, as it kept me engaged while reading. I was able to digest and interpret the papers for myself before coming to class and having it explained in full by professor Rothfus.
I really enjoyed the poll everywhere questions (as mentioned.) I also liked the constant refreshing of memory in each class about the previous authors we covered. This helped solidify the learning material as we read a lot of papers.
The structure, ie. reading and the discussing was very helpful when learning material.
I think there was a good selection of readings. I think a little more variety in the class structure would be a nice change.
I really like the collaboration on the argument outlines, it helped me to understand how to write an outline.
Working together to create argument outlines

Student Evaluation of Teaching, Spring 2023
Gerard Rothfus, PHIL/POLI/ECON 698-003(PHIL/POLI/ECON 698-003 PHIL/POLI/ECON CAPSTONE)
Mode: IP (In Person)

Raters	Students
Responded	19
Invited	23
Response Ratio	82.6%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.47	5.00	0.96	19	5.3%	0.0%	0.0%	31.6%	63.2%
2. The instructor treated all students with respect.	4.63	5.00	0.96	19	5.3%	0.0%	0.0%	15.8%	78.9%
3. The instructor encouraged students to participate in this class.	4.05	5.00	1.27	19	5.3%	10.5%	10.5%	21.1%	52.6%
4. The instructor saw cultural and personal differences as assets.	4.42	5.00	1.07	19	5.3%	0.0%	10.5%	15.8%	68.4%
5. I could really be myself in this course.	4.32	5.00	1.16	19	5.3%	5.3%	5.3%	21.1%	63.2%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.47	5.00	1.02	19	5.3%	0.0%	5.3%	21.1%	68.4%
7. The course challenged me to think deeply about the subject matter.	4.42	5.00	1.02	19	5.3%	0.0%	5.3%	26.3%	63.2%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	4.21	5.00	1.03	19	0.0%	10.5%	10.5%	26.3%	52.6%
9. Overall, this course was excellent.	4.37	5.00	1.01	19	0.0%	10.5%	5.3%	21.1%	63.2%

11. The instructor held class meetings consistent with the official schedule published for this course.		
N	Yes	No
19	100.0%	0.0%

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.68	5.00	0.48	19	0.0%	0.0%	0.0%	31.6%	68.4%
2. My writing skills have improved significantly as a result of taking this course.	4.47	5.00	0.70	19	0.0%	0.0%	10.5%	31.6%	57.9%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.53	5.00	0.70	19	0.0%	0.0%	10.5%	26.3%	63.2%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.68	5.00	0.48	19	0.0%	0.0%	0.0%	31.6%	68.4%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.63	5.00	0.50	19	0.0%	0.0%	0.0%	36.8%	63.2%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Spring 2023 semester?

Comments
He had a very clear plan and direction for the class throughout the entire semester. Everything was predictable and easy to follow.
He is an amazing lecturer and discussion facilitator. UNC would be making a huge mistake not having him return next year.
We walked through and read two textbooks as a class that explained the topics to us.
Allowing in–class discussions
Comprehensive discussions about readings that really intuitively explained things that, at times, were quite complex.
Professor Rothfus was flexible with students throughout the semester. If I ever had a conflict that interfered with the class or an assignment, he was very lenient. He also fostered an inclusive environment during class discussions. Assignments and deadlines were very clear and Professor Rothfus was very communicative if questions ever arose.
Professor Rothfus created an open forum discussion in his classroom that really helped with learning this semester. We were able to explore and break down the readings for class together and discuss them in depth ways.
Came to class prepared each session, engaged in discussion with us, assigned homeworks consistently, and chose (for the most part) books that were readable.
Enagaged with concrete ideas and complex theory
Made clear points and facilitated positive discussion. He was always very accessible and willing to help if you ever needed it!
Set clear expectations and revised the syllabus very little. Material followed a logical progression and course made sense.
He always asked for volunteers to share their own perspectives on the subject material
He was always open to meeting with you, was very responsive to emails and was constantly asking students questions to try to encourage conversation!
We held open discussions for each lecture.
Professor Rothfus encouraged us to speak on the material we read before class & allowed for us to expand on our perspectives & tried challenging our thinking by giving different perspectives or further explanation of the subject material.
Through assigning homework that makes you critically think about the readings.
Rothfus was very helpful whenever questions may have arose. He would go over material again if needed or give feedback where students found it necessary.

2. Which aspects of this course should be kept for future times this course is taught?

Comments
I love the format of the final and being able to pick your own topic, write the paper, and present all of your findings to your class
The first book we read was very interesting
Casual class conversations and discussion
The readings were great and the paper structure was good
The professor
I liked how we started working on our final papers fairly early on in the semester so that we weren't stressed out towards the end of the semester. This course was heavily reading and discussion–based, which I thought was effective in fostering learning.
I'd say every aspect of this course was enjoyable and good!
I liked the Holliday and Thrasher book, I enjoyed the small class size, I also appreciated the class discussion/seminar format.
Definitely the textbook Ethics of Capitalism – it was a great read and easy to understand.
The first textbook should definitely be used again. Also, the assignment structure was very doable and kept you accountable for the material without overwhelming you.
Readings were excellent and concepts are extremely important.
open discussion
Definitely the first book on capitalism it was very easy to understand and I learned a lot from it
The discussions
I really enjoyed the class discussions and the two books we read!
The homework and the poll everywheres.
The first book covered throughout this course was my favorite. The grade and assignment layout was also very nice.

Student Evaluation of Teaching, Spring 2023
Gerard Rothfus, PHIL 165-002 BIOETHICS
Mode: IP (In Person)

Raters	Students
Responded	36
Invited	39
Response Ratio	92.3%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.31	4.00	0.82	36	0.0%	5.6%	5.6%	41.7%	47.2%
2. The instructor treated all students with respect.	4.72	5.00	0.45	36	0.0%	0.0%	0.0%	27.8%	72.2%
3. The instructor encouraged students to participate in this class.	4.53	5.00	0.61	36	0.0%	0.0%	5.6%	36.1%	58.3%
4. The instructor saw cultural and personal differences as assets.	4.31	4.50	0.79	36	0.0%	0.0%	19.4%	30.6%	50.0%
5. I could really be myself in this course.	4.28	4.00	0.78	36	0.0%	0.0%	19.4%	33.3%	47.2%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.53	5.00	0.81	36	0.0%	5.6%	2.8%	25.0%	66.7%
7. The course challenged me to think deeply about the subject matter.	4.56	5.00	0.61	36	0.0%	0.0%	5.6%	33.3%	61.1%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.92	4.00	1.25	36	5.6%	8.3%	22.2%	16.7%	47.2%
9. Overall, this course was excellent.	4.09	4.00	0.98	35	0.0%	8.6%	17.1%	31.4%	42.9%

11. The instructor held class meetings consistent with the official schedule published for this course.		
N	Yes	No
36	97.2%	2.8%

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.51	5.00	0.70	35	0.0%	2.9%	2.9%	34.3%	60.0%
2. My writing skills have improved significantly as a result of taking this course.	4.09	4.00	0.89	35	0.0%	5.7%	17.1%	40.0%	37.1%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.34	5.00	0.80	35	0.0%	2.9%	11.4%	34.3%	51.4%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.35	5.00	0.92	34	2.9%	2.9%	2.9%	38.2%	52.9%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.60	5.00	0.55	35	0.0%	0.0%	2.9%	34.3%	62.9%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Spring 2023 semester?

Comments
He made sure that he thoroughly described different philosophers arguments and let us work in groups to learn how to construct arguments.
I believe that the in–group outlines were effective, but should not have been what happened every class. It was hard to engage with such repetitive tasks. I also think other methods, other than philosophical readings could have been introduced. This could include Ted Talks, movies, and television that are more real–world examples of these issues. I also think that Gerard was very helpful during office hours.
Lots of availability outside of class
great
Gerard was a really wonderful instructor. I appreciated his willingness to meet students where they were (in terms of philosophy background, many of us were beginners), and he always made himself available if we had questions. In class, he always walked through the readings at a reasonable pace. I appreciated his flexibility, candor, and sense of humor as well. It was evident that he had a lot of knowledge on the topics, and he always came well prepared to class, which made learning much smoother.
I think the in–class discussions about the papers we read before class and outlining the arguments together really help deepen my philosophical knowledge.
He goes over every assigned reading during class to help us understand what the philosophers are trying to convey.
Always available to talk after class and encourages participation in class from all
Prof Rothfus made learning possible by structuring every class to be very engaging . I enjoyed the class discussions and they made it possible to learn not only from the course material but from one another.
Professor Rothfus provided very interesting papers and topics for us to discuss. Each paper built off each other, so after each paper I felt like I came to a new understanding or just completely flipped my view on the topic. Specifically, after each paper the logic outlines helped me understand each text much better than just reading it, as I had to find the words to describe what exactly each author was trying to say. In class, there was plenty of discussion in which each member could say how they interpreted each paper, which I thought was neat and allowed me to understand some parts that I had missed during my first read.
He held class in person and set aside a few minutes prior to class to discuss the readings and look over papers.
In order to score well on the homework you really had to engage with it.
We did a lot of out of class readings and then discussed the contents in class. There were a lot of in class debates and polls.
The wide variety of readings that we had, and the very open–ended class discussions that we had.
He was great in creating a great learning environment.
Was very understanding with any late work that may be been turned in because of any personal or technological problems. Allowed everyone to say their view on certain topics.
He was very accommodating and helpful in explaining things as they came up. Sometimes the course material could be confusing, and he did a great job making sure everyone understood.
He was very willing to engage with me outside of class and provided a lot of aid when it came to writing papers for the class.
He would go over our outlines and papers with us to help us revise and make the best possible pieces.
Prof Rothfus was a wonderful and considerate professor that really eased my nerves regarding the novel content of bioethics. He was extremely welcoming, available for extra credit and explain more complex content in digestible way without being condescending.
Gerard Rothfus was a very knowledgable and kind instructor. He helped us understand difficult philosophical debates and papers through class discussions.
Professor Rothfus was very available for contact via email and responded timely to emails with helpful responses. He was also helpful in office hours and gave good feedback and tips for the writing assignments throughout the semester.

Comments
He is absolutely caring and kind. He is very approachable and definitely being knowledgeable in the subject he taught. (but the readings are too intensive)
Gerard exposed us to a lot of readings associated with various topics in bioethics.
Professor Rothfus encouraged participation and group collaboration in every class. He encouraged any one to speak up and the material he taught was very interesting and he taught it in a very efficient way

2. Which aspects of this course should be kept for future times this course is taught?

Comments
The midterm and final papers should stay for future times the course is taught. I feel that it was the best aspect that taught me how to write for philosophy and construct my own arguments.
everything
I like how the argument outlines provided an incentive to do readings and gave some structure to the class in between the larger assessments. However, it would be helpful if we got feedback sooner on our first few argument outlines, so we could understand how to improve them. The papers were manageable in length, and I appreciated the peer–feedback for the final paper. However, it would help if there were clearer guidelines and a rubric for each of the papers. A few example papers would also help, since many of us are beginners in writing for philosophical topics.
Argument outlines. In class discussions. papers.
In–class outlines were helpful!
Argument outlines and groups for going over such.
I think the daily writing assignments are helpful in making sure everyone has read the material. Class discussions are also very helpful and allow everyone to see different perspectives.
I think the in class discussions where we make group outlines should definitely be kept, as well as some discussion about what exactly the author was trying to argue after each outline was turned in. Also, I thought each paper was great, or at least added a lot of useful insight even though I might have not enjoyed the wording, so I think most, if not all, of the papers should be kept. In particular the units on abortion, animal rights, and euthanasia I thought were the most interesting for this course.
I think the outlines we wrote for homework and for group work were redundant. More often most of the people in my group would share the same view and it would only take a max of 10 minutes to complete our outline however we'd spend almost the entire class in our groups. I think if we could have more writing samples as opposed to outlining to learn how to frame or structure an essay would be more helpful for papers like the final paper. Overall I felt ill–equipped and unprepared when it came time to write the final paper. I wasn't sure how to find papers that would provide objections and I wasn't sure how to argue against those objections. I think office hours should be continued however last–minute cancellations should be announced as soon as possible. I understand unpredictable circumstances arise however communicating canceled classes or office hours sooner than an hour or less when the allotted time would begin would be beneficial.
I like the structure of the course. However, it is difficult to gauge how you are doing on the outlines when the grade comes back so late.
I think there are a lot of good aspects of the course. The readings were very helpful, as well as the constant discussions.
Extra credit for argument outlines when one isn't officially due and from attending events
The open class discussions
Everything is good
Keep the open discussion style of teaching and going over the arugeument outlines for each class homework.
Definitely the outlines, as it helped us to get the main arguments of papers.
I think the grading system should be kept for the future. Everything else was great!
I think the argument outlines are a good way to think deeply about the paper but grades for them were given so late after that they were not a learning opportunity, also there was no actual feedback just a number out of 10 and when i went to office hours for more specific feedback, it did not agree with the number grades originally given

Comments
places to submit the assignment were also uploaded to sakai very late that I would have to keep checking even in my other classes to be able to submit on time
The topics covered were interesting
The outlines as homework and being able to discuss not only with the professor but in groups welcomed more modes of thought/interpretation that helped me grasp the material properly,
I liked how the first couple weeks or so where dedicated to different viewpoints in philosophy. This was helpful is setting up what the rest of the semester would entail. I also liked all of the argument outlines and getting to practice in groups the next day because I feel very confident in outlining argument papers now.
I think that analysis of each paper on a class–wide basis was very helpful and should still be kept. I think making sure to introduce the arguments of each bioethical topic as we start reading the papers was also helpful to set some groundwork.
Peer–reviews on final papers.
I think that the format of the midterm and final paper is good
The way the final paper was broken down was so great, because it forces us students to actually put time and effort into it.

Student Evaluation of Teaching, Fall 2022
Gerard Rothfus, PHIL 165-003 BIOETHICS
Mode: IP (In Person)

Raters	Students
Responded	33
Invited	39
Response Ratio	84.6%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.30	4.00	0.77	33	0.0%	6.1%	0.0%	51.5%	42.4%
2. The instructor treated all students with respect.	4.82	5.00	0.39	33	0.0%	0.0%	0.0%	18.2%	81.8%
3. The instructor encouraged students to participate in this class.	4.33	5.00	0.89	33	0.0%	6.1%	9.1%	30.3%	54.5%
4. The instructor saw cultural and personal differences as assets.	4.18	4.00	0.77	33	0.0%	0.0%	21.2%	39.4%	39.4%
5. I could really be myself in this course.	4.09	4.00	0.80	33	0.0%	0.0%	27.3%	36.4%	36.4%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.52	5.00	0.62	33	0.0%	0.0%	6.1%	36.4%	57.6%
7. The course challenged me to think deeply about the subject matter.	4.59	5.00	0.56	32	0.0%	0.0%	3.1%	34.4%	62.5%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.91	4.00	1.13	33	3.0%	15.2%	3.0%	45.5%	33.3%
9. Overall, this course was excellent.	3.94	4.00	0.97	33	0.0%	9.1%	21.2%	36.4%	33.3%

11. The instructor held class meetings consistent with the official schedule published for this course.

N	Yes	No
33	100.0%	0.0%

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.55	5.00	0.56	33	0.0%	0.0%	3.0%	39.4%	57.6%
2. My writing skills have improved significantly as a result of taking this course.	4.06	4.00	0.83	33	0.0%	6.1%	12.1%	51.5%	30.3%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.27	4.00	0.80	33	0.0%	6.1%	3.0%	48.5%	42.4%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.61	5.00	0.56	31	0.0%	0.0%	3.2%	32.3%	64.5%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.61	5.00	0.50	31	0.0%	0.0%	0.0%	38.7%	61.3%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Fall 2022 semester?

Comments
I found it difficult to truly learn from Professor Rothfus. Although very kind, grades and feedback were extremely limited or took a long time to get back, making it difficult to improve on things. Expectations were often not clearly set for assignments and the course structure made it difficult to actually interact with the material. I wish class discussions were based more around the readings and not focused on creating outlines for the readings.
One particular acquired skill from this class was the ability to outline arguments of philosophers. We spent a class day where we were instructed on how to do this. But also, every class day involved this skill of argument outlining, so I really felt that by the end of this course I can confidently outline and evaluate a philosopher's argument.
Professor Rothfus has been a very nice professor open to all ideas presented towards him, whether it be about the material or the course in general. He didn't grade unfair or extremely harsh which was nice because most of us had not taken a philosophy class before or knew exactly how to write a perfect philosophy paper.
The instructor held regular office hours where I could go to talk through difficult concepts or my own philosophical viewpoints.
Gave us access to several philosophical viewpoints on several different topics and explained them in class extensively.
Professor Rothfus made learning possible by assigning readings and argument outlines. Then during class we would go over it together to make sure we understand the premises and conclusions.
He was understanding of the individual circumstances students may be going through.
Gave us weekly assignments to test our interpretation of the reading materials
He provided reviews of the readings in class and explained topics in depth.
He worked with the class to go over our assignments and allowed us to compare and contrast our outlines with his. This made my learning more effective.
The argument outlines we completed in class everyday allowed us to discuss and analyze the various arguments made by philosophers about each topic. This was helpful to make sure we were on the right track!
Had consistent office meetings
Allowed us to miss up to two classes and was very reachable by email or office hours
He paused when asking questions and encouraged us to think and discuss. He also made it necessary for us to read by making us write outlines, which I appreciated.
Gerard knows what he's teaching, I feel like he has a lot of passion for what he presents in class and I love the enthusiasm from him despite the class being at 8 am. Although he knows so much about what he's teaching, there are cons with his grading. He usually doesn't grade our argument outlines the day after we submitted them and it will take about a month until we get feedback on our assignments. I'd prefer to have them graded as fast as possible just so I would know what I need to work on to do better on the next assignment. Furthermore, he doesn't necessarily actively engage the class to talk about certain topics. We would gather in small groups and talk about our outlines with our peers and eventually talk about it with him, but we never talk about our opinions on the topic. Going into a Philosophy class, I was hoping we could talk more about our opinions on certain topics with the professor and our peers, but that wasn't really exercised.
I think that Professor Rothfus has the intentions to be a helpful professor. However, as the semester progressed the grades and communication slowed to a halt. We stopped receiving grades on our main assignment, the argument outlines. This is detrimental seeing as it is almost impossible to improve if we don't receive feedback. Assignments were either posted hours before being due or canceled at the last minute. This obviously made things extremely hard trying to decipher if we needed to designate time to do the assignment or if our work would be wasted when it can canceled. There seemed to be an issue with missed one–on–one meetings and office hours. I understand that things happen, but it is a blatant disregard for student's time to designate time to meet with them and not show up.
He allowed us to discuss often
Professor Rothfus was very knowledgable and passionate about what he was teaching. He was very helpful and encouraging at office hours and was very flexible and

Comments
understanding.
Professor Rothfus gave time in class to collaborate with our peers to compare outlines and further understand the content of each lesson.
Argument outlines were a good way to focus my reading. Reviewing the outlines in class was a great way to correct any misconceptions or confusions.
He allowed us to formulate our own opinions on the course readings, and then instructed us to consult with our peers to gain a deeper understanding of the content. This greatly improved my understanding of the texts and the subject in general.
He is very knowledgeable about the subject matter and does a good job explaining it to others. He is flexible and willing to accommodate students' individual needs, which I appreciated.
Gerard would go over the readings during class and we would create class outlines, which was immensely helpful when I was really lost
He always had very open discussions in class. Whenever we went over the readings he asked people to clarify what was in the reading to get the class involved in the conversation. I found this very engaging, even if I wasn't answering that many questions.
by walking us through argument outlines so that we could understand how he got his to look the way it did

2. Which aspects of this course should be kept for future times this course is taught?

Comments
I really enjoyed the topics we talked about and felt they were interesting. I would have liked to talk a bit more about hospital/doctor's ethics (more than euthanasia).
The readings should be kept.
I think this course should retain the particular readings we had, for I thought they were very thought–provoking and useful for informing my own vocabulary. A lot of the perspectives from these authors were things I have not considered before, and I think that reading philosophy has given me a better analytic ability.
His lectured consisted of mostly discussing the different topics within bioethics with the whole class. This wasn't bad but sometimes I wish there were different components to class periods, it was very repetitive.
The course began with a crash course in moral theory and ethics. For someone like me who had no previous experience in these subjects, this was very useful for understanding the main concepts covered in the course.
Argument outlines helped me understand viewpoints and arguments better. The midterm paper helped me articulate my counterarguments and disagreements with other viewpoints more effectively. The final paper helped me articulate my own arguments better.
I think the readings, argument outlines, and midterm paper should be kept for the future of this course.
I enjoyed the way the class was taught, I feel as if the lectures could have been better utilized though
The grading rubric in terms of the ratio of papers and exams.
The ways in which he explains the topics.
I like that the class works through each paper together and forms a class outline.
I liked the midterm and final papers — they allowed us to dive deeper into topics that interested us and add in some of our own thoughts.
Maybe have the first few classes to show how argument outlines are done.
The peer reviews for papers and working together to create argument outlines
Readings, discussions, writing philosophy papers
talking with peers and professor about certain philosophical topics
The continuous outlines that we were assigned were not a productive method of learning bioethics. I wish the class focused more on actually bioethics and real world applications rather than focusing solely on our ability to pull the main argument out of a 10–20 page paper.
Peer Editing. It was really helpful
I think this was a good course but maybe just focus less heavily on creating outlines for lengthy and at times hard to understand papers or begin with a more collaborative approach first because they require a lot of practice.
I liked how we read the arguments and outlined them before class so that the class was discussion focused.
Argument outlines
The course format should definitely be kept for future years. The four units felt very distinct, yet it was clear how the subject of Bioethics applied to each one. The assignments were all interesting and engaging.
The argument outlines for every reading were kind of annoying at first, but I began to appreciate how they changed the manner in which I read the assigned readings.
Definitely the class outlines should be kept. I especially thought that going over my outline with my peers was helpful in the sense that I could better gauge how well I understood the material and what things I was missing
The professor and the outline assignments.
argument readings by famous philosophers

Student Evaluation of Teaching, Fall 2022
Gerard Rothfus, PHIL 157-001 LOGIC AND DECISION THEOR
Mode: IP (In Person)

Raters	Students
Responded	24
Invited	34
Response Ratio	70.6%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.04	4.00	0.95	24	4.2%	0.0%	16.7%	45.8%	33.3%
2. The instructor treated all students with respect.	4.63	5.00	0.49	24	0.0%	0.0%	0.0%	37.5%	62.5%
3. The instructor encouraged students to participate in this class.	4.33	4.00	0.48	24	0.0%	0.0%	0.0%	66.7%	33.3%
4. The instructor saw cultural and personal differences as assets.	4.04	4.00	0.69	24	0.0%	0.0%	20.8%	54.2%	25.0%
5. I could really be myself in this course.	3.92	4.00	0.78	24	0.0%	0.0%	33.3%	41.7%	25.0%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.29	4.00	0.69	24	0.0%	0.0%	12.5%	45.8%	41.7%
7. The course challenged me to think deeply about the subject matter.	4.29	4.00	0.69	24	0.0%	0.0%	12.5%	45.8%	41.7%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.78	4.00	1.04	23	0.0%	17.4%	13.0%	43.5%	26.1%
9. Overall, this course was excellent.	3.79	4.00	0.98	24	4.2%	4.2%	20.8%	50.0%	20.8%

11. The instructor held class meetings consistent with the official schedule published for this course.

N	Yes	No
23	100.0%	0.0%

Department Specific

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My knowledge of the field of philosophy has significantly improved as a result of taking this course.	4.00	4.00	0.93	24	0.0%	12.5%	4.2%	54.2%	29.2%
2. My writing skills have improved significantly as a result of taking this course.	3.00	3.00	1.05	19	5.3%	26.3%	42.1%	15.8%	10.5%
3. My critical reasoning skills have improved significantly as a result of taking this course.	4.04	4.00	0.95	24	4.2%	0.0%	16.7%	45.8%	33.3%
4. In general, the topics that philosophers discuss are valuable and worthy of discussion.	4.17	4.00	0.64	24	0.0%	0.0%	12.5%	58.3%	29.2%
5. Members of all races, ethnicities, and gender identities were respected by the instructor in this course.	4.54	5.00	0.59	24	0.0%	0.0%	4.2%	37.5%	58.3%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Fall 2022 semester?

Comments
Gerard Rothfus is a very kind professor but I truly had a lot of trouble understanding the material that was being taught. I struggle grasping information without doing anything hands–on and most of our learning came from him lecturing and explaining information on the dry–erase board.
Provided examples of the theories that we were discussing in class. Some of the math/theory felt rather complex to me so I really appreciated the real world examples and when the math was provided during practice problems. I would have liked to see more examples of work posted on the site page however as there were times on HWs where I was completely lost with nothing to compare a problem to.
I really do not know how to answer this question. Although Gerard Rofthus was a good teacher all he ever did was teach, not help his students better understand the assignment.
Provided opportunities to answer questions about homework during class time which was very helpful.
Gave us plenty of time to do the homeworks.
All the components of the course, like lectures and homework assignments, helped me learn in this course. There were additional resources that were helpful as well, such as videos posted on Sakai, review sessions for each exam, and office hours.
Assignments and feedback, made answers accessible after assignments were due
Professor Rothfus was routinely available outside of class hours (even outside of office hours) to provide assistance and further explanation. This outside help was crucial to my success in this course and was greatly appreciated.
The instructor answered any questions that the students had and held review sessions prior to exams to help students with any concerns they had.
he was very open to questions and explained concepts multiple times. he also made himself very available during office hours and was very patient as he answered questions.
Dr. Rothfus helped the class go through decision theory very thoroughly. He explained all of the concepts in the course, as well as telling us which ideas were more contested amongst the various decision theorists. He encouraged us to state which ideas we found more compelling than others, but also made sure we would understand why all of the various modes of thinking were believed by some people.
He was very engaging and passionate about the content and would always stop during lessons to make sure we were understanding the material.
Explained concepts well and clearly and gave ample opportunity for extra explanation
He was extremely available outside of class hours. He often worked with students to extend deadlines and the like so that questions could be addressed and redirected.
Being available for meetings to ask questions was helpful
My issues with this course stemmed primarily from the subject matter, not necessarily the professor. Considering what he was teaching, I felt that Professor Rothfus did a decent job at engaging the class and trying to convey to us the information. He held study sessions, took questions throughout the class period, and would give us study guides for the tests. All of these things were great. But what we were learning was really not my cup of tea. It didn't make sense half the time, and the other half I just continuously thought about how useless everything we learned was. It just didn't matter, and it didn't matter. There were principles of statistics in there...somewhere, but what we learned in this class didn't end up having any real application to statistics. It, overall, just felt pointless almost the entire time. Professor Rothfus did his best, he is a nice guy and he was always pretty polite, but even he couldn't save this.
He was extremely accommodating and treated everyone with respect when answering questions or lecturing.
he was available during office hours and very supportive
Provided real life examples for problems, opened office hours, held review sessions before midterms, and stayed behind class to explain any questions.

2. Which aspects of this course should be kept for future times this course is taught?

Comments
I feel that the lecture slides were helpful and should be kept for future times.
Keep the HWs but provide more problems in class previously for later ones HW #3,#4,#5 so that students have more of a direction to start rather than just feeling lost. Also 100% keep the extra credit game theory scenarios played near the end of the semester as that was honestly very helpful in understanding the ins/outs of each of those games both logically and in real world situations.
I do not believe this course should be kept for the future. If this course is too be kept I would only allow it for philosophy majors.
I like the interactive class discussions about game theory where we got to participate with other students to actually experience the decisions games.
I liked doing the polleverywhere to make it engaging and help me understand.
Videos posted on sakai, powerpoints posted on sakai, polls in class, and review sessions for the exams.
HW and Test schedule
Overall I think the lectures were good, and the exams were fair and well–written.
The powerpoint on Sakai and review sessions should be kept for future times in this course.
all aspects from this past semester
I loved how we could participate in activities like voting for which decision we would make over polleverywhere. I wish we could have done more of that.
The structure for test and the opportunity to earn extra credit and partial credit.
Poll everywhere activities
All of it! In class lectures were strong, homework was helpful but not stressful, and exams were great reflections of the course material.
Word problems and other ways to apply concepts in class
I don't have anything about this course that I liked. Maybe that it was located in Phillips Hall, that was really convenient for me.
The review sessions.
more videos available to watch later if possible
I think all the content made sense, but I definitely think the Game Theory Section was my favorite part of the class.

This course was taught during the COVID-19 pandemic

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Evaluation Results

Gerard Joseph Rothfus
(Social Science Graduate Office, 10286235, GROTHFUS)

Social Sciences Course Evaluation

Responses: 60 / 187 (32.09%)
Window: 5/24/20 12:00am - 6/7/20 11:45pm
Assigned to: LPS 31 LEC A: INTRO INDUCT LOGIC (66110) , PHILOS 31 LEC A: INTRO INDUCT LOGIC (30550)
Term: Spring 2020

COURSE / INSTRUCTOR INFORMATION

The instructor's ability to communicate clearly in this course was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
1	2	No value
0	3	No value
5	4 (OK or Average)	No value
9	5	No value
14	6	No value
29	7 (Among Best)	No value

The class preparation and organization was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
0	3	No value
7	4 (OK or Average)	No value
3	5	No value
16	6	No value
32	7 (Among Best)	No value

The emphasis on understanding rather than memorization was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
1	2	No value
3	3	No value
2	4 (OK or Average)	No value
3	5	No value
14	6	No value
35	7 (Among Best)	No value

The instructor's ability to stimulate thinking and interest in the subject was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
3	3	No value
7	4 (OK or Average)	No value
5	5	No value
15	6	No value
28	7 (Among Best)	No value

The match between stated course objectives and actual outcome was:

1	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
1	2	No value
1	3	No value
4	4 (OK or Average)	No value
6	5	No value
16	6	No value
30	7 (Among Best)	No value

The instructor's ability to express his/her knowledge and understanding of the course's concepts, theories and information was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
1	3	No value
6	4 (OK or Average)	No value
6	5	No value
17	6	No value
28	7 (Among Best)	No value

The instructor's ability to teach content that I will remember after the final was:

0	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
2	3	No value
8	4 (OK or Average)	No value
6	5	No value
11	6	No value
31	7 (Among Best)	No value

When requested, I received feedback on my work that was:

4	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
1	2	No value
1	3	No value
3	4 (OK or Average)	No value
5	5	No value
14	6	No value
31	7 (Among Best)	No value

The fairness of the grading criteria used by the instructor was:

3	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
0	3	No value
5	4 (OK or Average)	No value
4	5	No value
9	6	No value
38	7 (Among Best)	No value

Using the above criteria, overall I would rate this instructor as:

1	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
0	3	No value
5	4 (OK or Average)	No value
4	5	No value
20	6	No value
28	7 (Among Best)	No value

Overall, the value of this course was:

1	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
0	2	No value
0	3	No value
6	4 (OK or Average)	No value
5	5	No value
17	6	No value
28	7 (Among Best)	No value

The usefulness/effectiveness of labs or discussion sections (if any) was:

7	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
1	2	No value
1	3	No value
10	4 (OK or Average)	No value
5	5	No value
9	6	No value
25	7 (Among Best)	No value

The usefulness/effectiveness of the course readings was:

4	0 (N/A or Unsure)	No value
1	1 (Among Worst)	No value
1	2	No value
1	3	No value
11	4 (OK or Average)	No value
7	5	No value
10	6	No value
23	7 (Among Best)	No value

The usefulness/effectiveness of teaching assistants in this course was:

2	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
1	3	No value
8	4 (OK or Average)	No value
2	5	No value
18	6	No value
28	7 (Among Best)	No value

The usefulness of this course in developing skills for use in my career or future life was:

2	0 (N/A or Unsure)	No value
2	1 (Among Worst)	No value
1	2	No value
1	3	No value
8	4 (OK or Average)	No value
8	5	No value
13	6	No value
24	7 (Among Best)	No value

The instructor's enthusiasm and interest in the course and subject matter was:

1	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
0	3	No value
6	4 (OK or Average)	No value
7	5	No value
12	6	No value
33	7 (Among Best)	No value

The instructor's willingness to meet with and help students outside of the classroom was:

5	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
0	3	No value
6	4 (OK or Average)	No value
2	5	No value
12	6	No value
34	7 (Among Best)	No value

The instructor's ability to encourage discussion and debate of course topics was:

5	0 (N/A or Unsure)	No value
0	1 (Among Worst)	No value
0	2	No value
0	3	No value
7	4 (OK or Average)	No value
3	5	No value
16	6	No value
27	7 (Among Best)	No value

The course workload was:

3	1 (Light)	No value
5	2	No value
13	3	No value
17	4	No value
10	5	No value
3	6	No value
2	7 (Heavy)	No value

GENERAL INFORMATION

What is your major school?

30	Social Sciences	No value
24	Other	No value
4	Unaffiliated/Undeclared	No value

What is your class level?

11	Freshman	No value
17	Sophomore	No value
18	Junior	No value
12	Senior	No value
1	Graduate	No value

By the end of last quarter, how many units had you completed?

0	0 to 20	No value
3	21 to 50	No value
27	51 to 100	No value
16	101 to 150	No value
13	Over 150	No value

What is your approximate GPA?

0	less than 2.0	No value
3	2.0 to 2.5	No value
9	2.51 to 3.0	No value
20	3.01 to 3.5	No value
27	3.51 to 4.0	No value

What is your MOST IMPORTANT reason for taking this course?

17	Interest in subject	No value
7	Need for major	No value
4	Relates to major	No value
21	Breadth requirement	No value
8	Need units	No value

Did your instructor encourage you to complete the evaluation?

39	Yes	No value
19	No	No value

If applicable, is attendance in your discussion/lab section mandatory?

11	Yes	No value
48	No	No value

A. What were the strongest points of the course?

-
- As a CS major, really cemented my understanding of Bayes Theorem and Conditionalization
- Conditionalization is related my specification of intelligent system in CS.
- Flexibility in watching lectures and availability of instructor and TAs to answer questions.
- Gerard explained the concepts very clearly, which was helpful for having an asynchronous class. Him and other TAs were also very available and willing to help and answer questions about the material. The assignments and exams were graded fairly.

- Great online-class organization; great accessibility, excellence teaching, and comfortable learning atmosphere made by the instructor and the TAs
- Great transition to online learning. Lots of enthusiasm for the subject and made it interesting. Really makes you think.
- I like the office hours. The professor provides zoom links on Canvas, which makes it easier to attend the office hour. And he is very nice. The office hours are super helpful.
- It teaches me how to think logically.
- Prioritizes teaching skills we can use for life over harsh grading
- Professor Rothfus was super organized and his lectures were clear and concise.
- Super kind, caring, and thoughtful professor with solid lectures and assignments/tests that I believe did a great job of properly assessing my knowledge (with tests being adequately difficult)
- The Professor is an amazing teacher he really has this great gift for making his lectures clear and understandable. He's also very organized.
- The course was very fair in it's grading and it was very clear what was going to happen every week regarding lectures, tests, and quizzes. I also liked that Prof. Rufus used jokes in his lectures to keep them engaging. The TAs were also very helpful in reaching out and making sure to actively notify us that they were providing video discussion meetings.
- The lectures were very clear considering the remote model.
- The professor is very passionate and well informed about the course. It's clear he truly cares about his students and wants them to understand the material rather than memorize it. He is very helpful when I have any questions and always glad to help. Although I found the exams challenging, they really made sure that I actually understood the material.
- The professor speaks clearly. The exams reflect what he taught in the class.
- The strongest points of the course is the explanation of the theorems and the probability. I also appreciate the weekly reminders. Very useful for someone like me who is forgetful!
- Useful!
- Very good power point and lecture.
- clear course material, content, and arrangement.
- flexible schedule, reasonable grading criteria, nice professor
- it interesting
- organized

- overall like the way he structured the lectures, I was able to understand and liked how it was recorded. Also had a lot of office hours to attend beside just his.
- taught a lot
- 34 blank answers

B. What were the weakest points of the course?

-
- I think that the professor is very good at communicating the course ideas however, it would be helpful if he could simplify the material a little more.
- It is a online course this semester.
- It is hard to understand some concepts in an online environment.
- MORE PRACTICE PROBLEMS!!!
- None
- None!
- Nothing I could think of
- Some concepts were unclear. Work assigned a lot more difficult than examples in videos.
- Sometimes the lectures were not very clear.
- Sometimes, he did not provide enough examples to better understand the concept or homework.
- The course wasn't weak, I'm just bad at math
- The lectures however, were quite bland in explanation. While not as bad as directly reading off the slide or textbook, I feel as though not much was said that I could not have gotten from looking up the subject, and the some of the harder material was tackled from multiple angles.
- The subtle differences between "Probability" and the three "types" were not impressed well.
- being online requires good amount of "self control " all the time, sometimes it's demanding for me
- it is great
- n/a
- pretty much the same as ICS 6b and Stats 67
- some logic symbols are not completely the same as those in discrete math

- the online class create difficulties to talk to the professor
- 40 blank answers

C. How could the course be improved?

-
- .
- Everything is good.
- I hope to get more feedback about each of my assignment and exam, and know where I need to improve.
- I think it would be beneficial to have more practice problems and a weekly discussion board so fellow peers can answer questions that they might have about the course.
- I think the course could be improved by simplifying the material more because I did find it challenging and overwhelming at times. The professor is well informed and good at communicating the material but it would be helpful if he used simpler explanations that aren't so condensed with information.
- It is the best!
- Maybe make the exam easier.
- Maybe more complex examples could be shown during lecture videos, rather than the most basic ones.
- Participation polls could have a few more questions
- Perhaps more summarizations of important concepts. For examlple, I had a really hard time learning about Jeffrey Conditionalization on my own. The lecture explained HOW to do it, but not WHEN or WHY you would do it. Usually I can google those things but I only found esoteric, hard-to parse journals, or just bad entries in general.

  A succinct definition or source would have been really nice.
- The course could be improved by having similar in-class examples like the homework.
- The course seemed really effective given the short notice to change to online.
- The course was made inexplicably difficult during a time of unrest and unfair circumstances. While many students such as I, had to return to abusive homes with little to no accessibility to help, this course made it extremely difficult to adjust. Things were not taken slowly and although there were office hours, it is unfair to assume that students are in circumstances to accept the vast amount of work given to us.
- This is a perfect course because it gives you problems that make you think, lectures are enlightening, and workload allows you to take more classes (or at least me).
- While future students might hate me for this, I feel as though the lecture lengths in the second half of the course could be longer in order to fit more examples of the concepts.

- Work assigned a lot more difficult than examples in videos. More example videos. I had to look on youtube for some explanations.
- it is great
- more philosophy, maybe read wittgenstein? add more complexity and make the content at tad more intellectual. debates? essays about logic??
- n/a
- 40 blank answers

Class Climate	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON.

Gerard Rothfus

2194_PHIL370 02 — 11038 Enrl=22

Rationality and Decisions — 28_560_PHIL

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1.2	Concepts were presented in a manner that helped me learn.	☐	☐	☐	☐	☐	☒	☐
1.3	Assignments contributed to my learning.	☐	☐	☐	☐	☐	☒	☐
1.4	The instructor responded respectfully to student questions and viewpoints.	☐	☐	☐	☐	☐	☒	☐
1.5	The instructor was effective at teaching the subject matter in this course.	☐	☐	☐	☐	☐	☒	☐
1.6	This instructor communicates well.	☐	☐	☐	☐	☐	☒	☐
1.7	Graded assignments were returned promptly.	☐	☐	☐	☐	☐	☒	☐
1.8	The grading criteria for this course were clearly defined.	☐	☐	☐	☐	☐	☒	☐
1.9	The instructor was available during office hours.	☐	☐	☐	☐	☐	☒	☐

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

2.1 What contributed <u>most</u> to your learning in this course? *<u>There are two additional questions on the back side of this form.</u>*

office hours

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

No

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

More class discussion

Class Climate	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON

Gerard Rothfus

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2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

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Gerard Rothfus

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2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

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Gerard Rothfus

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2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

2.1 What contributed <u>most</u> to your learning in this course? *<u>There are two additional questions on the back side of this form.</u>*

Numerous examples and flexible office hours

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

N/A

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

N/A

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2.1 What contributed <u>most</u> to your learning in this course? *<u>There are two additional questions on the back side of this form.</u>*

in class examples

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

obligations to other classes since I didn't take this class as a core class. I cared less

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

The book really didn't seem helpful.

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2.1 What contributed <u>most</u> to your learning in this course? *<u>There are two additional questions on the back side of this form.</u>*

- HW
- Book
- Lectures
- Conversation w/ a professor

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

The pace was slow and it'd be cool to dive deeper

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

~~Did great!~~

He did perfect.

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2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

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2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

2.1 What contributed most to your learning in this course? *There are two additional questions on the back side of this form.*

N/A

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

N/A

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

Even though I struggled, I enjoyed the class

Class Climate	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON.

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Lecture Based!

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

some students held class back.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

upper-division only.

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Gerard Rothfus

2194_PHIL370 02 11038 Enrl=22

Rationality and Decisions 28_560_PHIL

LEC_11:00-12:15 TTH SPA 046-212

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

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1. Section 1: The following questions ask you to assess your instructor's teaching practices.

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
1.1	Class time was used efficiently.	☐	☐	☐	☐	☐	■	☐
1.2	Concepts were presented in a manner that helped me learn.	☐	☐	☐	■	☐	☐	☐
1.3	Assignments contributed to my learning.	☐	☐	☐	☐	■	☐	☐
1.4	The instructor responded respectfully to student questions and viewpoints.	☐	☐	☐	☐	☐	■	☐
1.5	The instructor was effective at teaching the subject matter in this course.	☐	☐	☐	☐	☐	■	☐
1.6	This instructor communicates well.	☐	☐	☐	☐	☐	■	☐
1.7	Graded assignments were returned promptly.	☐	☐	☐	☐	☐	■	☐
1.8	The grading criteria for this course were clearly defined.	☐	☐	☐	☐	☐	■	☐
1.9	The instructor was available during office hours.	☐	☐	☐	☐	☐	■	☐

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

2.1 What contributed most to your learning in this course? *There are two additional questions on the back side of this form.*

Going to office hours.

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

Class Climate	CSULB-Student Perceptions of Teaching (SPOT)	SCANTRON

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1.4	The instructor responded respectfully to student questions and viewpoints.	☐	☐	☐	☐	☐	☒	☐
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1.8	The grading criteria for this course were clearly defined.	☐	☐	☐	☐	☐	☒	☐
1.9	The instructor was available during office hours.	☐	☐	☐	☐	☐	☒	☐

Very well!

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

2.1 What contributed most to your learning in this course? *There are two additional questions on the back side of this form.*

He helped us take notes by the way he wrote the problems on the board

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

No

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

Just to have to use Note-cards for the exam.

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2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

2.1 What contributed <u>most</u> to your learning in this course? *<u>There are two additional questions on the back side of this form.</u>*

Working in Groups to solve problems & doing examples

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

NO.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

N/A

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1.3	Assignments contributed to my learning.	☐	☐	☐	☐	☐	☒	☐
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1.9	The instructor was available during office hours.	☐	☐	☐	☐	☐	☒	☐

Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

What contributed most to your learning in this course? *There are two additional questions on the back side of this form.*

Prof. Rothfus took a lot of his own time aside from office hours to help teach the [illegible]rse so that students had complete understanding of materials. One of the best [illegible]essors in my college experienced.

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

None; and if so, Professor Rothlus worked through everything. Extremely professional.

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

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2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again.

2.1 What contributed <u>most</u> to your learning in this course? *<u>There are two additional questions on the back side of this form.</u>*

The professor contributed most to my learning

2. Section 2: The following questions seek constructive feedback to help your instructor plan for teaching this course again. [Continue]

2.2 Did anything interfere with your learning in this course? If so, explain.

Nothing that had to do with the course in particular

2.3 What suggestions or recommendations do you think would help your instructor prepare to teach this course again?

Everything was well prepared

Summer Session Instructor and Course Evaluation for Rothfus, Gerard Joseph LINGUIS 43 LEC A (65040), PHILOS 30 LEC A (30420), LPS 30 LEC A (66030), Summer I 2019

Responses: 14/16 (87.5%)

Please mark the appropriate rating.

If you have no opinion on the question asked or if it does not apply, please mark "Not Applicable."

1. The course instructor shows enthusiasm for and is interested in the subject.

13	9 (Excellent)	Value: 9
0	8	Value: 8
0	7	Value: 7
0	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
1	Not Applicable	No Value
9.00	Mean	
9.00	Median	
0.00	Std Dev	

2. The course instructor stimulates your interest in the subject.

5	9 (Excellent)	Value: 9
4	8	Value: 8
2	7	Value: 7
1	6 (Good)	Value: 6
0	5	Value: 5
1	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.43	Mean	
8.00	Median	
1.84	Std Dev	

3. The course instructor meets stated objectives of the course.

11	9 (Excellent)	Value: 9
2	8	Value: 8
1	7	Value: 7
0	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.71	Mean	
9.00	Median	
0.59	Std Dev	

4. The course instructor is accessible and responsive.

12	9 (Excellent)	Value: 9
1	8	Value: 8
0	7	Value: 7
1	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.71	Mean	
9.00	Median	
0.80	Std Dev	

5. The course instructor creates an open and fair learning environment.

12	9 (Excellent)	Value: 9
2	8	Value: 8
0	7	Value: 7
0	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.86	Mean	
9.00	Median	
0.35	Std Dev	

6. The course instructor encourages students to think in this course.

12	9 (Excellent)	Value: 9
1	8	Value: 8
0	7	Value: 7
0	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.50	Mean	
9.00	Median	
1.55	Std Dev	

7. The course instructor's presentations and explanations of concepts were clear.

7	9 (Excellent)	Value: 9
1	8	Value: 8
0	7	Value: 7
4	6 (Good)	Value: 6
0	5	Value: 5
1	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.29	Mean	
8.50	Median	
2.02	Std Dev	

8. Assignments and exams covered important aspects of the course.

10	9 (Excellent)	Value: 9
2	8	Value: 8
0	7	Value: 7
1	6 (Good)	Value: 6
1	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.36	Mean	
9.00	Median	
1.23	Std Dev	

9. What overall evaluation would you give this instructor?

7	9 (Excellent)	Value: 9
4	8	Value: 8
1	7	Value: 7
2	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.14	Mean	
8.50	Median	
1.06	Std Dev	

10. What overall evaluation would you give this course?

6	9 (Excellent)	Value: 9
3	8	Value: 8
2	7	Value: 7
1	6 (Good)	Value: 6
2	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.71	Mean	
8.00	Median	
1.44	Std Dev	

11. How helpful were the textbooks and/or readings to your overall learning experience?
    - **4** Very
    - **8** Adequately
    - **2** Somewhat
    - **0** Not at all
    - **0** No comment

12. How challenging was this course?
    - **3** Very
    - **7** Adequately
    - **4** Somewhat
    - **0** Not at all
    - **0** No comment

Please comment on the following areas and be as specific as possible.

13. What are the instructor's teaching strengths?
    - always available
    - Gerard is a new teacher, and so seems to be trying to find his footing when it comes to teaching. In this regard, Gerard is doing amazingly. He certainly doesn't seem like a first time teacher, and is always very helpful and open to explaining material further.
    - he answers questions fast
    - He is always willing to work with you, and take the time to explain concepts in different ways. He's able simplify complex problems that students can get.
    - He is very good at explaining the parts that confuse students in class. Also, he is very willing to work together with students in class. He makes the in-class environment very open and active.
    - He use ppt to teach
    - Pretty enthusiastic and well versed in the subject; also very accessible with office hours
    - The instructor is great at explaining the example problems of the board.
    - Very enthusiastic about explaining the topics if you need help.
    - Very helpful and available in explaining material that I didn't understand at first.
    - 4 blank answer(s).

14. How can this instructor improve as a teacher?

- Give less time on having students do example problems and more time on explaining how to go through the problems. Having the students do example problems on the board is still a good idea, but sometimes the time drags out.
- He may organize the class materials in a better way and send out the class materials earlier with more examples included.
- I would encourage working through harder problems and highlighting the thought process through the proofs. Also, reiterating important information. I think you can go through the basics and easier problems more quickly, and save all the time for the more complex problems.
- Maybe a little bit more organized. Write clearer on the whiteboard.
- more example with explanation, more practice as a class
- no way I could discern
- Perhaps he could slow down the course a little, as some of the material was a bit confusing and I personally found myself struggling a bit towards the end.
- Using notes to write
- 6 blank answer(s).

15. Any other comments about this course?

- Advice people to take this class
- It would be nice if this course is on canvas.
- Most of the time he had us work in groups. We spent 80% of the time working on the problem and 20% of the time discussing the solution together. I think it should be more even, like 50%-50%. Also, it was a little awkward working the groups, since it wasn't clear on who we should be working with. Sometimes I just worked alone. Overall, he was a good teacher.
- NA
- none
- Not really. It was (is) a fun course, and I have no regrets taking it.
- the content of this course in summer in much harder than the usual quarter.
- 7 blank answer(s).

16. How much academic dishonesty seemed to occur in this course? If applicable, please describe the type of academic dishonesty that occurred (not the particular students involved).

1.
   - **0** A lot
   - **0** Some
   - **0** A little
   - **14** None I could discern

2. Examples:
   - NA
   - none
   - 12 blank answer(s).

17. What school do you normally attend?
   - **12** UCI
   - **1** Other UC Campus
   - **1** Other College or University
   - **0** Community College
   - **0** UCI Extension
   - **0** High School
   - **0** Not Applicable

18. What is the PRIMARY reason you enrolled in Summer Session?
    - **10** To accelerate progress toward my degree
    - **3** To enroll in a course impacted during Fall, Winter or Spring
    - **0** To retake a course
    - **1** For personal development or professional enrichment

19. What is your preference for the time of day to take Summer classes?
    - **0** Early morning
    - **2** Late morning
    - **7** Early afternoon
    - **4** Late afternoon
    - **0** Evening
    - **0** No preference

20. What is your preference for the frequency of meetings for a Summer class?
    - **0** 5 times/week
    - **2** 4 times/week
    - **2** 3 times/week
    - **9** 2 times/week
    - **0** Once a week
    - **1** No preference

21. How did you find out about UCI Summer Session?
    - **1** Academic Advisor
    - **1** Summer Session Banner
    - **1** Summer Session Booth on Ring Road
    - **0** Summer Session Facebook
    - **1** Summer Session Flyer
    - **3** Summer Session Website
    - **2** Campus Email
    - **0** Placement Testing Brochure
    - **5** Word of mouth

22. What courses would you like to see offered in the Summer here at UCI?
    - American Sign Language
    - Econ15b
    - I'm happy with how it is right now.
    - more major courses
    - more upper classes
    - Multiple ICS courses. The courses in the ICS 30 series are always impacted during summer, fall, winter and spring. I would like to have at least 2 lecture and discussion classes be available during the summer.
    - Nothing in particular
    - Portuguese
    - Upper division physics class and more upper division math class, such as Math 140B, Math 147, Math 180B, etc.
    - 5 blank answer(s).

23. UCI Summer Session seeks to create meaningful new Summer Special Programs (a set of courses outside of the regular academic curriculum). What Program would you like to see offered in the Summer here at UCI?
    - American Sign Language

- data science program
- I'm happy with how it is right now.
- I've no idea
- NA
- Nothing in particular
- 8 blank answer(s).

Universität Konstanz

Stabsstelle QM

Tanja Allgaier

Referentin für Lehrveranstaltungsevaluation

Universitätsstraße 10
78464 Konstanz
+49 7531 88-4072

lve@uni-konstanz.de
www.uni-konstanz.de/qualitaetsmanagement/

Gerard Rothfus

(persönlich)

Auswertungsbericht Ihrer Lehrveranstaltungsevaluation

Anbei erhalten Sie das persönliche Feedback von Ihren Studierenden zu Ihrer Lehrveranstaltung. Damit Sie dieses besser beurteilen können, möchten wir Ihnen ein paar kurze Hinweise geben.

Ihr Bericht enthält einen Indikator, der Ihnen die Einordnung Ihrer Lehrveranstaltung in den Kontext Ihres Fachbereiches erleichtern soll und gleichzeitig als Diskussionsgrundlage für das Feedbackgespräch mit Ihren Studierenden dienen kann. Hierzu erhalten Sie eine Übersicht über die Mittelwerte, die für den Lehr-Lern-Index (LLI) über die vergangenen zwei Semester in allen Fachbereichen erzielt wurden.

Der Lehr-Lern-Index (LLI) errechnet sich als arithmetisches Mittel aus sechs Items des Fragebogens, die verschiedene didaktische und methodische Standards, den Praxis- und Forschungsbezug sowie den Lernerfolg (Stoffbeherrschung) abbilden (siehe Konzeption der Lehrveranstaltungsevaluation). Diesem gegenübergestellt ist als weiterer Indikator die Frage nach der Gesamtzufriedenheit, die in jeder Lehrveranstaltung abgefragt wird.

Die Hochschuldidaktik im Academic Staff Development unterstützt alle Lehrenden in der Weiterentwicklung ihrer Lehrkompetenzen. Aus einem breiten Spektrum an Serviceangeboten können Sie Ihre Themen auswählen. Hierzu werden Ihnen verschiedene Formate angeboten, wie zum Beispiel individuelle Beratung, (Lehr-)Coaching, Kurzvorträge und Workshops. Gerne können in einem persönlichen Beratungsgespräch passgenaue Formate und Themenbereiche für Sie zusammengestellt werden. Weitere Informationen finden Sie auf Seite 2 dieses Schreibens.

Laut Evaluationssatzung ist vorgesehen, dass Sie die Ergebnisse der Evaluation mit Ihren Studierenden besprechen. Aus diesem Grund findet die Lehrveranstaltungsevaluation zur Mitte des Semesters statt. Selbstverständlich können Sie hierzu die verschiedenen Darstellungsformen des Berichts verwenden.
Satzungsgemäß erhalten Studiendekan*in und Studienkommission zum Ende eines jeden Semesters über einen geschützten Zugang die Möglichkeit, die Evaluationsergebnisse der vom Fachbereich gemeldeten Lehrveranstaltungen auf unserer Homepage einzusehen. Außerhalb dieses Meldeverfahrens zusätzlich bzw. freiwillig evaluierte Veranstaltungen bleiben hiervon unberührt.

Ich wünsche Ihnen einen spannenden Informationsgewinn und freue mich, wenn Sie sich bei Fragen an mich wenden.

Herzliche Grüße
Tanja Allgaier
- Referentin für Lehrveranstaltungsevaluation -

Sehr geehrte Lehrende,

um Ihnen auf einen Blick Rückmeldung über die Sichtweisen der Studierenden auf Ihre Lehrveranstaltung zu geben, hat die Stabsstelle Qualitätsmanagement gemeinsam mit der Hochschuldidaktik Items für den Bereich „Lehren und Lernen“ entwickelt. Sie bilden wesentliche Faktoren ab, die nachhaltiges Lernen fördern. Eine kurze Erklärung einzelner Items finden Sie unten.
Die Hochschuldidaktik im Academic Staff Development unterstützt alle Lehrenden in der Weiterentwicklung ihrer Lehrkompetenzen. Unser Angebot umfasst ein vielseitiges Workshop-Programm sowie individuelle und flexible Beratungsangebote.

Workshop-Programm:

- Stimm-Training
- Lehrveranstaltungen effizient planen
- Moderation in der Lehre
- Prüfungsgestaltung und Prüfungsbewertung
- Einsatz neuer Medien in der Lehre

Hochschuldidaktische Beratung zu Ihren Themen:

- Weiterentwicklung von Lehrformaten
- Instructional Design von Lehrszenarien
- Kompetenzorientierte Lehre
- Konstruktiver Umgang mit kniffligen Situationen

Zudem bietet Ihnen die beliebte Kurzvortragsreihe „Hochschuldidaktik über Mittag“ in kondensierter Form immer wieder neue Impulse für Ihre Lehre.

Nutzen Sie die hochschuldidaktische Expertise vor Ort!

Hochschuldidaktik – Informationen und Kontakt:
asd-veranstaltungen@uni-konstanz.de

uni.kn/asd/angebote/hochschuldidaktik

ITEMS:

Die Lernziele dieser Lehrveranstaltung werden klar kommuniziert.

Durch die klare Kommunikation von Lernzielen wird Transparenz geschaffen. Die Studierenden wissen, was sie am Ende der Lehrveranstaltung gelernt haben werden. Lehren, Lernen und Prüfen sind dabei aufeinander abgestimmt (constructive alignment). So lässt sich der Lernprozess der Studierenden steuern und die Lernmotivation steigern.

Ich kann den inhaltlichen Aufbau der Veranstaltung nachvollziehen.

Eine sinnvolle Reihenfolge und ein eingängiger Verlauf sind entscheidend für die Verknüpfung der Lerninhalte. Ein nachvollziehbarer „roter Faden“ über das Semester hinweg, aber auch für den Ablauf einzelner Sitzungen, wirken positiv auf den nachhaltigen Lernerfolg.

Die*der Lehrende stellt Bezüge zu anderen Themengebieten (bspw. Forschung, Praxis) her.

Die für die Lernmotivation notwendige inhaltliche Relevanz des Lernstoffes kann durch Anwendungsbezüge hergestellt werden. Konkrete Beispiele, aber auch neuartige, besondere und unerwartete Informationen fördern die Aufmerksamkeit der Studierenden und damit den Lernerfolg.

Auf Wunsch erhalte ich von der*dem Lehrenden hilfreiche Rückmeldung und Hinweise.

Informierendes und konstruktives Feedback in den Lehrveranstaltungen und/oder Sprechstunden fördert die Selbsteinschätzung der Lernfortschritte bei den Studierenden. Dies kombiniert mit Hinweisen zum weiteren selbständigen Lernen ist eine wichtige Hilfestellung für die individuelle Weiterentwicklung der Studierenden.

Durchschnittlicher LLI (Sommersemester 2020 und Wintersemester 2020/21)

Fachbereich	Vorlesung				Pro- / Seminar / sonstige				Übung / Tutorat / Kolloquium / Praktikum / Exkursion			
	Ø LLI	s	n	Anzahl Umfragen	Ø LLI	s	n	Anzahl Umfragen	Ø LLI	s	n	Anzahl Umfragen
Biologie	1,93	1,00	1.136	48				1	1,83	0,86	198	9
Chemie	1,93	1,01	623	38				2	2,05	1,10	117	12
Geschichte/Soziologie/EB/ Sport	2,12	1,09	789	27	1,70	0,88	1.257	119				1
Informatik	1,78	0,95	625	32				1	1,90	1,07	79	10
Linguistik				2	1,88	1,00	553	40				0
Literatur-, Kunst- und Medienwissenschaft	1,79	0,93	349	11	1,68	0,92	1.043	95	1,81	1,09	43	3
Mathematik[1]	2,18	1,13	704	45	1,47	0,65	23	3	1,61	0,85	77	6
Philosophie[2]	1,90	0,95	60	3	1,69	0,88	261	22				1
Physik	1,93	0,99	424	24				2	2,07	0,95	117	5
Politik- und Verwaltungswissenschaft	2,25	1,27	930	16	1,58	0,81	972	86	1,53	0,71	511	44
Psychologie[3]	2,26	1,30	801	16	1,42	0,67	1.107	89	1,51	0,75	55	5
Rechtswissenschaft	1,81	0,96	1.590	53				2	1,67	0,89	1.097	98
Wirtschaftswissenschaften	2,14	1,12	1.022	52	1,66	0,89	205	21				0
Ø über alle FB[4]	**2,00**		**9.053**	**367**	**1,63**		**5.421**	**483**	**1,78**		**2.294**	**194**
Sprachlehrinstitut[5]					1,46	0,76	446	55				

Die Items, die den Index LLI bilden, lauten wie folgt:

Komplizierte Sachverhalte werden verständlich erklärt.
Ich kann den inhaltlichen Aufbau der Veranstaltung nachvollziehen.
Ich kann jederzeit Fragen und Kommentare einbringen.
Die*der Lehrende stellt Bezüge zu anderen Themengebieten (bspw. Forschung, Praxis) her.
Auf Wunsch erhalte ich von der*dem Lehrenden hilfreiche Rückmeldungen und Hinweise.
Ich kann wichtige Begriffe oder Sachverhalte aus dieser Veranstaltung wiedergeben.

Wurden in einem Fachbereich nur zwei oder weniger Veranstaltungen des entsprechenden Typs innerhalb der vergangenen zwei Semester evaluiert, bleibt das Feld leer. Ebenso bleibt das Feld leer, wenn die evaluierten Veranstaltungen nur von einer Lehrperson gehalten wurden.

(1) Übungsgruppen nicht berücksichtigt
(2) Vorlesung/Kernkurs
(3) Praktikum/Übung/Tutorat
(4) alle Fachbereiche gleich gewichtet
(5) Sprachkurs

Introduction to Inductive Logic

(SoSe 2021)

Gerard Rothfus

erfasste Fragebögen = 6

Globalwerte

Lehr-Lern-Index (LLI)

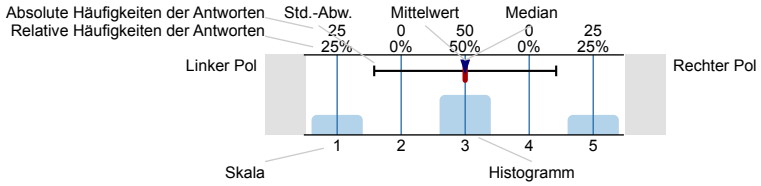
mw=1,34
s=0,25

Gesamtzufriedenheit

mw=1,17
s=0,41

Legende

Fragetext



n=Anzahl
mw=Mittelwert
md=Median
s=Std.-Abw.
E.=Enthaltung

2.

2.1) Ich nehme an der Lehrveranstaltung teil (bzw. habe diese bis zum Ende besucht).

n=6

ja	100%
nein	0%

3. Allgemeine Angaben

3.1) Fachsemester:

n=6

1-2	83.3%
3-4	0%
5-6	0%
7-8	0%
> 8	16.7%

3.2) Angestrebter Abschluss:

n=6

Bachelor	0%
Bachelor of Ed.	0%
Staatsexamen	0%
Master	83.3%
Master of Ed.	16.7%
Austauschstudent*in	0%
Gasthörer*in	0%
Doktor / PhD	0%

3.3) Studienrichtung (Studierende Gymnasiales Lehramt: Bitte geben Sie hier Ihr erstes Hauptfach oder das Fach an, für welches Sie diese Lehrveranstaltung besuchen):

n=5

Philosophie / Ethik	80%
Sprachwissenschaft	20%

3.5) Grund für den Besuch der Veranstaltung (Mehrfachnennung möglich):

n=6

Wahlpflicht/Pflicht	66.7%
Interesse	100%
Lehrende*r	0%
Termin	16.7%
Prüfungsrelevanz	16.7%
sonstiger Grund:	16.7%

3.6) sonstiger Grund:

- Mehr mathematische Themen in der Philosophie

3.7) Die oben aufgeführte Lehrveranstaltung ist ein/e...

n=5

Vorlesung	0%
Seminar	100%
Proseminar	0%
Kolloquium	0%
Übung	0%
Praktikum	0%
Tutorium	0%
Sprachkurs	0%
Sonstiges	0%

3.8) Bei der Veranstaltung handelt es sich um eine...

n=6

Online-Veranstaltung	100%
"hybride" Veranstaltung mit digitalen und Präsenzanteilen	0%
Präsenzveranstaltung	0%

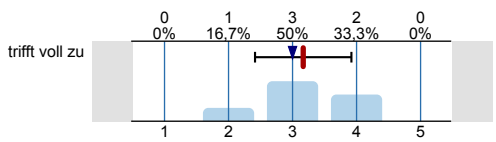
3.10) Gab es mehrere Dozierende in der Lehrveranstaltung?

n=6

ja	0%
nein	100%

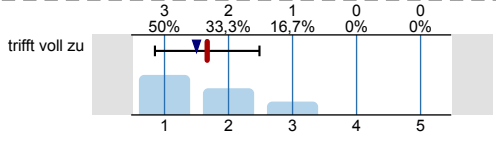
4. Voraussetzungen

4.1) Ich kann in dieser Lehrveranstaltung stark auf inhaltliche Vorkenntnisse zurückgreifen.



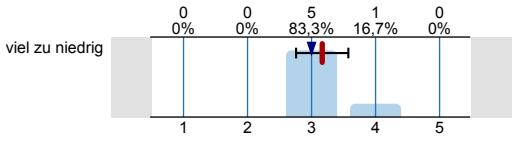
n=6
mw=3,17
md=3
s=0,75

4.2) Mein Interesse am Thema der Lehrveranstaltung, BEVOR ich diese besucht habe, war hoch.



n=6
mw=1,67
md=1,5
s=0,82

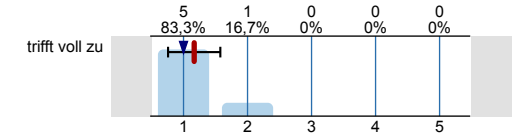
4.4) Die fachlichen Voraussetzungen, die zu Beginn der Veranstaltung erwartet werden, sind:



n=6
mw=3,17
md=3
s=0,41

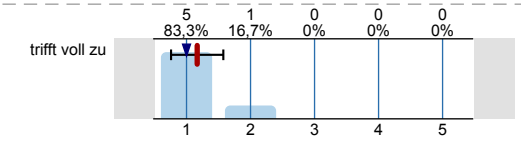
5. Didaktik & Interaktion - Teil I

5.1) Ich kann den inhaltlichen Aufbau der Veranstaltung nachvollziehen.



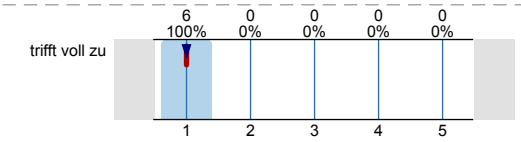
n=6
mw=1,17
md=1
s=0,41

5.2) Die Lernziele dieser Veranstaltung werden klar kommuniziert.



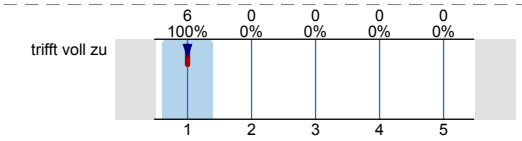
n=6
mw=1,17
md=1
s=0,41

5.3) Die Bewertungskriterien sind für mich transparent.



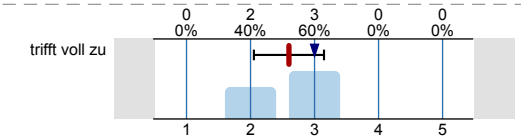
n=6
mw=1
md=1
s=0

5.4) Ich fühle mich über die Prüfungsform gut informiert.



n=6
mw=1
md=1
s=0

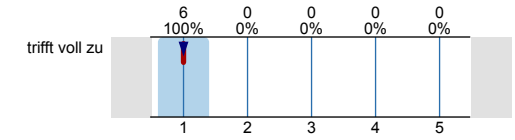
5.5) Die*der Lehrende stellt Bezüge zu anderen Themengebieten (bspw. Forschung, Praxis) her.



n=5
mw=2,6
md=3
s=0,55

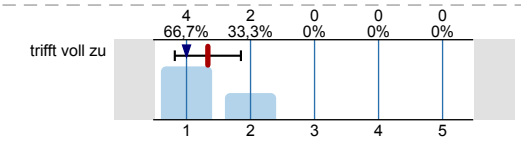
6. Didaktik & Interaktion - Teil II

6.1) Die*der Lehrende hat in die Umsetzung der digital unterstützten Lehre verständlich eingeführt.



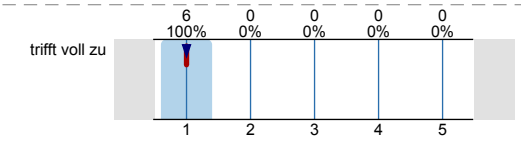
n=6
mw=1
md=1
s=0

6.2) Die*der Lehrende fördert die aktive Auseinandersetzung der Studierenden mit den Inhalten.



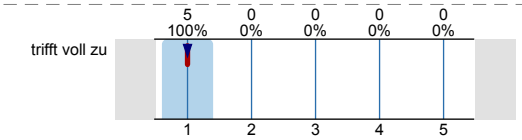
n=6
mw=1,33
md=1
s=0,52

6.3) Auf Wunsch erhalte ich von der*dem Lehrenden hilfreiche Rückmeldungen und Hinweise.



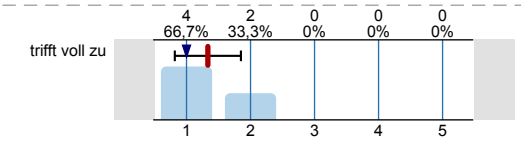
n=6
mw=1
md=1
s=0

6.4) Die*der Lehrende geht auf Erwartungen und Anregungen der Teilnehmenden ein.



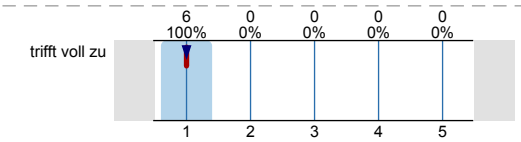
n=5
mw=1
md=1
s=0

6.5) Die*der Lehrende ist während der Selbstlernphasen gut erreichbar.



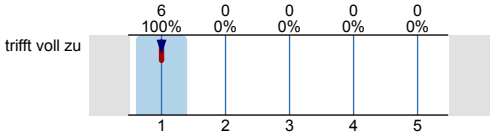
n=6
mw=1,33
md=1
s=0,52

6.6) Komplizierte Sachverhalte werden verständlich erklärt.



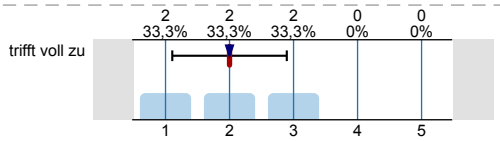
n=6
mw=1
md=1
s=0

6.7) Ich kann jederzeit Fragen und Kommentare einbringen.



n=6
mw=1
md=1
s=0

6.8) Es gibt genügend Möglichkeiten zum Austausch mit den anderen Teilnehmenden.



n=6
mw=2
md=2
s=0,89

7. Elemente der digitalen Umsetzung

7.1) Die*der Lehrende verwendet folgende Elemente (Mehrfachnennung möglich):

n=6

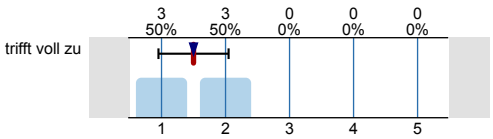
digitale Bereitstellung von Literatur	100%
digitale Bereitstellung von Audio-/Videoaufzeichnungen (Lehrveranstaltungsaufzeichnungen, Screencasts, Lehrvideos, Podcasts)	66.7%
digitale Bereitstellung von Arbeitsaufträgen/Übungen	100%
digitale Bereitstellung von Tests/Quizzen/Umfragen/Simulationen	0%
digitale Bereitstellung sonstiger Selbstlernmaterialien und -tools	0%
Beiträge von Studierenden (z. B. Referate oder digitale Äquivalente)	0%
Online-Live-Treffen (Videokonferenzen, Teleteaching)	83.3%
Chat-Funktionen	66.7%
Foren/Interaktionsräume (insb. Austauschforen zur Diskussion)	0%
kollaboratives Arbeiten an Dokumenten (z.B. NextCloud)	0%
sonstiges Element (bitte im Freifeld angeben):	16.7%

7.2) sonstiges Element:

- Online-Sprechstunden

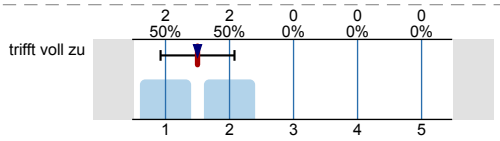
8. Elemente der digitalen Umsetzung

8.1) Die digital bereitgestellte Literatur ist sehr nützlich für das Verständnis der Lerninhalte.



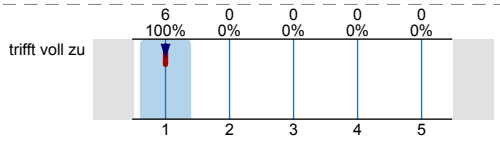
n=6
mw=1,5
md=1,5
s=0,55

8.2) Die bereitgestellten Audio-/Videoaufzeichnungen sind sehr nützlich für das Verständnis der Lerninhalte.



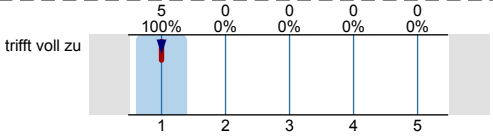
n=4
mw=1,5
md=1,5
s=0,58

8.3) Die digital bereitgestellten Arbeitsaufträge/Übungen sind sehr nützlich für das Verständnis der Lerninhalte.



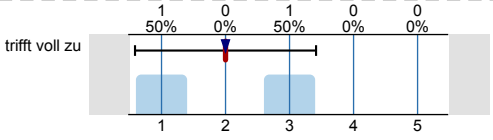
n=6
mw=1
md=1
s=0

8.7) Die Online-Live-Treffen sind sehr nützlich für das Verständnis der Lerninhalte.



n=5
mw=1
md=1
s=0

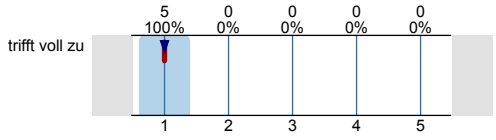
8.8) Die Chat-Funktionen sind sehr nützlich für das Verständnis der Lerninhalte.



n=2
mw=2
md=2
s=1,41

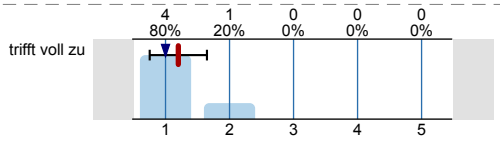
9. Elemente der digitalen Umsetzung

9.1) Die*der Lehrende ist in der Lage, Online-Live-Treffen lernförderlich zu gestalten und zu moderieren.



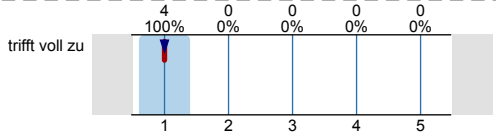
n=5
mw=1
md=1
s=0

9.2) Die Ergänzungen der*des Lehrenden in Online-Live-Treffen/Chats/Foren unterstützen die Diskussion.



n=5
mw=1,2
md=1
s=0,45

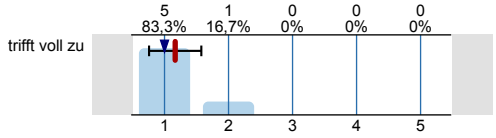
9.3) Die Diskussionen in Online-Live-Treffen/Chats/Foren helfen mir, das Themengebiet besser zu verstehen.



n=4
mw=1
md=1
s=0

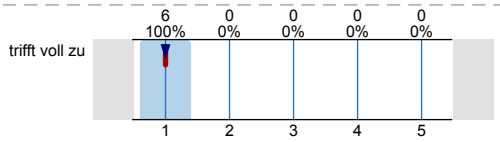
10. Technische Umsetzung und Benutzerfreundlichkeit

10.1) Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt.



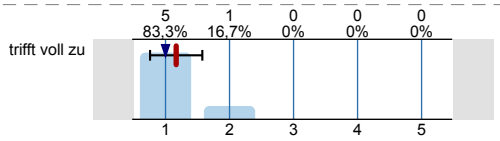
n=6
mw=1,17
md=1
s=0,41

10.2) Ich komme mit der verwendeten Lernplattform gut zurecht.



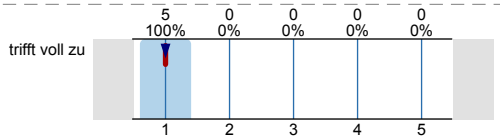
n=6
mw=1
md=1
s=0

10.3) Die verwendete Lernplattform funktioniert hinsichtlich der technischen Umsetzung sehr zuverlässig.



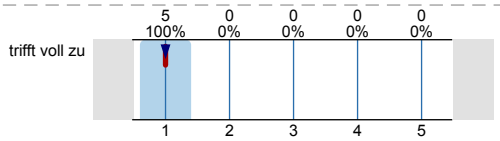
n=6
mw=1,17
md=1
s=0,41

10.4) Ich komme mit den Online-Live-Treffen und Chat-Funktionen gut zurecht.



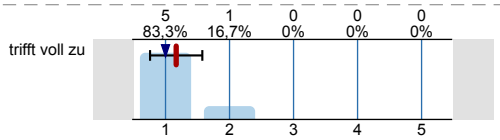
n=5
mw=1
md=1
s=0

10.5) Die Online-Live-Treffen und Chat-Funktionen funktionieren hinsichtlich der technischen Umsetzung sehr zuverlässig.



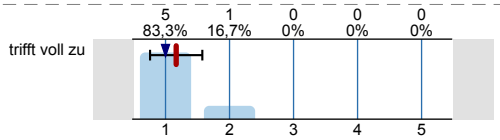
n=5
mw=1
md=1
s=0

10.6) Die Aufbereitung der bereitgestellten Materialien (Screencasts, Selbstlernmaterialien, ...) ist für das Lernen hilfreich.



n=6
mw=1,17
md=1
s=0,41

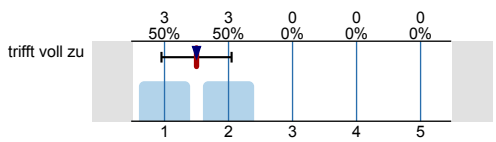
10.7) Die Materialbereitstellung durch die*den Lehrende*n erfolgt rechtzeitig.



n=6
mw=1,17
md=1
s=0,41

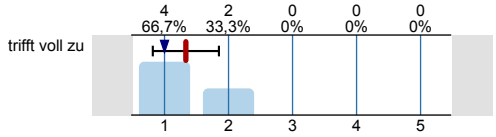
11. Lernprozess

11.1) Ich kann wichtige Begriffe und Sachverhalte aus dieser Veranstaltung wiedergeben.



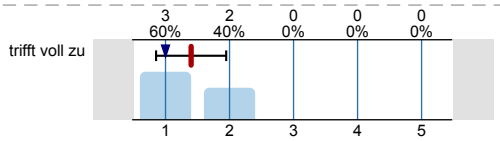
n=6
mw=1,5
md=1,5
s=0,55

11.2) Ich nutze die selbständigen Arbeitsphasen produktiv.



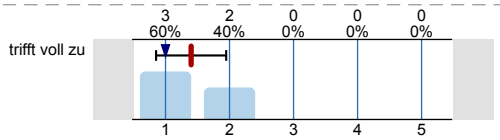
n=6
mw=1,33
md=1
s=0,52

11.3) Die Auseinandersetzung mit den Lerninhalten in der Online-Lernumgebung finde ich interessant.



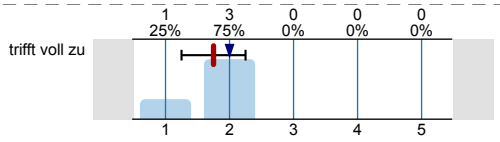
n=5
mw=1,4
md=1
s=0,55

11.4) Die eingesetzten Elemente zur digitalen Umsetzung ergänzen sich gut.



n=5
mw=1,4
md=1
s=0,55

11.5) Die Kombination der eingesetzten Elemente zur digitalen Umsetzung ist nützlich für das Verständnis der Lerninhalte.



n=4
mw=1,75
md=2
s=0,5

12. Spezifische Fragen zur Veranstaltungsart "Übung/Tutorium"

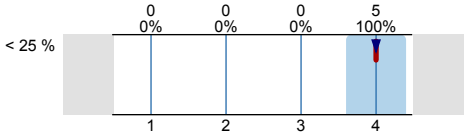
13. Spezifische Fragen zur Veranstaltungsart "Praktikum"

14. Spezifische Fragen zur Veranstaltungsart "Sprachkurs"

15. Co-Teaching

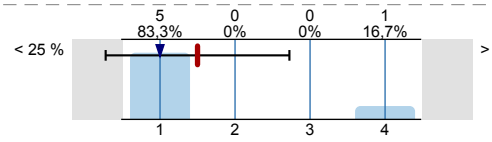
16. Arbeitsaufwand

16.1) Wie oft nehmen Sie an der Veranstaltung teil?



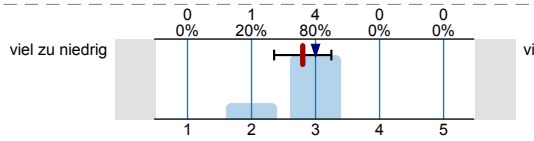
n=5
mw=4
md=4
s=0

16.2) Ungefähr wie viel Prozent der insgesamt vorhandenen Angebote der Lehrveranstaltung konnten Sie bisher aufgrund von technischen Widrigkeiten **nicht** nutzen?



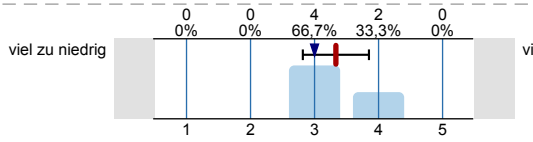
n=6
mw=1,5
md=1
s=1,22

16.3) Wie schätzen Sie Ihren persönlichen Arbeitsaufwand im Vergleich zu den vergebenen ECTS-Punkten ein (ein ECTS entspricht 25-30 h)?



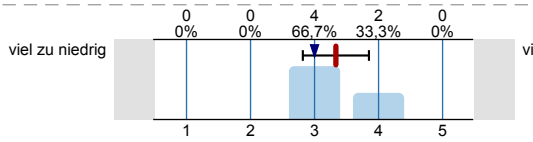
n=5
mw=2,8
md=3
s=0,45

16.4) Die fachlichen Anforderungen sind:



n=6
mw=3,33
md=3
s=0,52

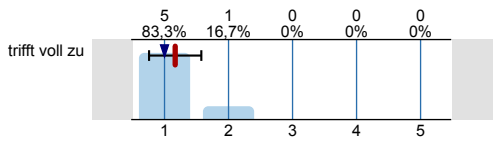
16.5) Die zeitlichen Anforderungen sind:



n=6
mw=3,33
md=3
s=0,52

17. Gesamtbewertung

17.1) Insgesamt bin ich mit der Lehrveranstaltung sehr zufrieden.



n=6
mw=1,17
md=1
s=0,41

17.2) An der Lehrveranstaltung finde ich gut, dass ...

- Asking questions is made really easy, lots of office hours, quick response via mail, very helpful... 11/10

- The lecturer is very friendly, offers help for the homework and is always willing to make up appointments for extra questions, which help me a lot to understand and do the exercises!
- The mathematical aspects are in the foreground and their entanglement with philosophical debates are clearly articulated - please more of that!!!
- because of the regular homeworks I can apply the new topics and get deeper knowledge of them.

17.4) Konkret habe ich folgende Verbesserungsvorschläge:

- Maybe a list of mathematical introductions would be great - in addition to the Huber book and the philosophical papers
- Maybe next time you can use Zoom, because we can turn on our cameras there and you don’t have to talk to names on a screen :)
- The time required to do the homeworks varies quite a lot (at least for me) because of how many problems the respective homework has (from 5-15). It would be nice if they would be more similar in this respect.

Profillinie

Teilbereich: Fachbereich Philosophie
Name der/des Lehrenden: Gerard Rothfus
Titel der Lehrveranstaltung: (Name der Umfrage) Introduction to Inductive Logic

Verwendete Werte in der Profillinie: Mittelwert

3. Allgemeine Angaben

3.9)	Der*dem Dozierenden ist die Kombination von Präsenz- und digitalen Anteilen gut gelungen. (*)	trifft voll zu					trifft nicht zu	

4. Voraussetzungen

4.1)	Ich kann in dieser Lehrveranstaltung stark auf inhaltliche Vorkenntnisse zurückgreifen.	trifft voll zu					trifft nicht zu	n=6 mw=3,17 md=3,00 s=0,75
4.2)	Mein Interesse am Thema der Lehrveranstaltung, BEVOR ich diese besucht habe, war hoch.	trifft voll zu					trifft nicht zu	n=6 mw=1,67 md=1,50 s=0,82
4.3)	Die Raumgröße und die -ausstattung sind für die Veranstaltung angemessen. (*)	trifft voll zu					trifft nicht zu	
4.4)	Die fachlichen Voraussetzungen, die zu Beginn der Veranstaltung erwartet werden, sind:	viel zu niedrig					viel zu hoch	n=6 mw=3,17 md=3,00 s=0,41

5. Didaktik & Interaktion - Teil I

5.1)	Ich kann den inhaltlichen Aufbau der Veranstaltung nachvollziehen.	trifft voll zu					trifft nicht zu	n=6 mw=1,17 md=1,00 s=0,41
5.2)	Die Lernziele dieser Veranstaltung werden klar kommuniziert.	trifft voll zu					trifft nicht zu	n=6 mw=1,17 md=1,00 s=0,41
5.3)	Die Bewertungskriterien sind für mich transparent.	trifft voll zu					trifft nicht zu	n=6 mw=1,00 md=1,00 s=0,00
5.4)	Ich fühle mich über die Prüfungsform gut informiert.	trifft voll zu					trifft nicht zu	n=6 mw=1,00 md=1,00 s=0,00
5.5)	Die*der Lehrende stellt Bezüge zu anderen Themengebieten (bspw. Forschung, Praxis) her.	trifft voll zu					trifft nicht zu	n=5 mw=2,60 md=3,00 s=0,55
5.6)	Das variiert stark je nach Dozierendem. (*)	ja					nein	

6. Didaktik & Interaktion - Teil II

6.1)	Die*der Lehrende hat in die Umsetzung der digital unterstützten Lehre verständlich eingeführt.	trifft voll zu					trifft nicht zu	n=6 mw=1,00 md=1,00 s=0,00
6.2)	Die*der Lehrende fördert die aktive Auseinandersetzung der Studierenden mit den Inhalten.	trifft voll zu					trifft nicht zu	n=6 mw=1,33 md=1,00 s=0,52
6.3)	Auf Wunsch erhalte ich von der*dem Lehrenden hilfreiche Rückmeldungen und Hinweise.	trifft voll zu					trifft nicht zu	n=6 mw=1,00 md=1,00 s=0,00
6.4)	Die*der Lehrende geht auf Erwartungen und Anregungen der Teilnehmenden ein.	trifft voll zu					trifft nicht zu	n=5 mw=1,00 md=1,00 s=0,00
6.5)	Die*der Lehrende ist während der Selbstlernphasen gut erreichbar.	trifft voll zu					trifft nicht zu	n=6 mw=1,33 md=1,00 s=0,52
6.6)	Komplizierte Sachverhalte werden verständlich erklärt.	trifft voll zu					trifft nicht zu	n=6 mw=1,00 md=1,00 s=0,00

6.7)	Ich kann jederzeit Fragen und Kommentare einbringen.	trifft voll zu	trifft nicht zu	n=6	mw=1,00	md=1,00	s=0,00
6.8)	Es gibt genügend Möglichkeiten zum Austausch mit den anderen Teilnehmenden.	trifft voll zu	trifft nicht zu	n=6	mw=2,00	md=2,00	s=0,89
6.9)	Das variiert stark je nach Dozierendem. (*)	ja	nein				

8. Elemente der digitalen Umsetzung

8.1)	Die digital bereitgestellte Literatur ist sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	trifft nicht zu	n=6	mw=1,50	md=1,50	s=0,55
8.2)	Die bereitgestellten Audio-/ Videoaufzeichnungen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	trifft nicht zu	n=4	mw=1,50	md=1,50	s=0,58
8.3)	Die digital bereitgestellten Arbeitsaufträge/ Übungen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	trifft nicht zu	n=6	mw=1,00	md=1,00	s=0,00
8.4)	Die bereitgestellten Tests/Quizzen/Umfragen/ Simulationen sind sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	trifft nicht zu				
8.5)	Die bereitgestellten sonstigen Selbstlernmaterialien und -tools sind sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	trifft nicht zu				
8.6)	Die Beiträge von Studierenden sind sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	trifft nicht zu				
8.7)	Die Online-Live-Treffen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	trifft nicht zu	n=5	mw=1,00	md=1,00	s=0,00
8.8)	Die Chat-Funktionen sind sehr nützlich für das Verständnis der Lerninhalte.	trifft voll zu	trifft nicht zu	n=2	mw=2,00	md=2,00	s=1,41
8.9)	Die Foren/Interaktionsräume sind sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	trifft nicht zu				
8.10)	Das kollaborative Arbeiten an Dokumenten ist sehr nützlich für das Verständnis der Lerninhalte. (*)	trifft voll zu	trifft nicht zu				

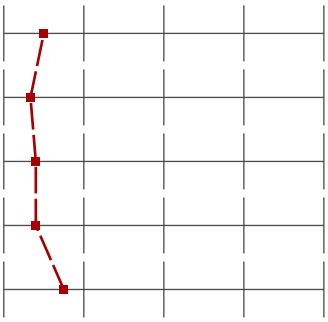
9. Elemente der digitalen Umsetzung

9.1)	Die*der Lehrende ist in der Lage, Online-Live-Treffen lernförderlich zu gestalten und zu moderieren.	trifft voll zu	trifft nicht zu	n=5	mw=1,00	md=1,00	s=0,00
9.2)	Die Ergänzungen der*des Lehrenden in Online-Live-Treffen/Chats/Foren unterstützen die Diskussion.	trifft voll zu	trifft nicht zu	n=5	mw=1,20	md=1,00	s=0,45
9.3)	Die Diskussionen in Online-Live-Treffen/Chats/ Foren helfen mir, das Themengebiet besser zu verstehen.	trifft voll zu	trifft nicht zu	n=4	mw=1,00	md=1,00	s=0,00

10. Technische Umsetzung und Benutzerfreundlichkeit

10.1)	Für die Lehrveranstaltung wird eine adäquate digitale Umsetzung genutzt.	trifft voll zu	trifft nicht zu	n=6	mw=1,17	md=1,00	s=0,41
10.2)	Ich komme mit der verwendeten Lernplattform gut zurecht.	trifft voll zu	trifft nicht zu	n=6	mw=1,00	md=1,00	s=0,00
10.3)	Die verwendete Lernplattform funktioniert hinsichtlich der technischen Umsetzung sehr zuverlässig.	trifft voll zu	trifft nicht zu	n=6	mw=1,17	md=1,00	s=0,41
10.4)	Ich komme mit den Online-Live-Treffen und Chat-Funktionen gut zurecht.	trifft voll zu	trifft nicht zu	n=5	mw=1,00	md=1,00	s=0,00
10.5)	Die Online-Live-Treffen und Chat-Funktionen funktionieren hinsichtlich der technischen Umsetzung sehr zuverlässig.	trifft voll zu	trifft nicht zu	n=5	mw=1,00	md=1,00	s=0,00
10.6)	Die Aufbereitung der bereitgestellten Materialien (Screencasts, Selbstlernmaterialien, ...) ist für das Lernen	trifft voll zu	trifft nicht zu	n=6	mw=1,17	md=1,00	s=0,41
10.7)	Die Materialbereitstellung durch die*den Lehrende*n erfolgt rechtzeitig.	trifft voll zu	trifft nicht zu	n=6	mw=1,17	md=1,00	s=0,41

11. Lernprozess



		trifft voll zu	trifft nicht zu				
11.1)	Ich kann wichtige Begriffe und Sachverhalte aus dieser Veranstaltung wiedergeben.			n=6	mw=1,50	md=1,50	s=0,55
11.2)	Ich nutze die selbständigen Arbeitsphasen produktiv.			n=6	mw=1,33	md=1,00	s=0,52
11.3)	Die Auseinandersetzung mit den Lerninhalten in der Online-Lernumgebung finde ich interessant.			n=5	mw=1,40	md=1,00	s=0,55
11.4)	Die eingesetzten Elemente zur digitalen Umsetzung ergänzen sich gut.			n=5	mw=1,40	md=1,00	s=0,55
11.5)	Die Kombination der eingesetzten Elemente zur digitalen Umsetzung ist nützlich für das Verständnis der Lerninhalte.			n=4	mw=1,75	md=2,00	s=0,50

12. Spezifische Fragen zur Veranstaltungsart "Übung/Tutorium"

		trifft voll zu	trifft nicht zu
12.1)	Ich empfinde die Teilnehmer*innenzahl als angemessen. (*)		
12.2)	Vorlesung und Übung/Tutorium sind gut aufeinander abgestimmt. (*)		
12.3)	Insgesamt bin ich mit der Organisation des Übungs-/Tutoratbetriebs sehr zufrieden. (*)		
12.4)	Meine Grundkenntnisse aus der Vorlesung werden durch die Übung/das Tutorium gefestigt. (*)		
12.5)	In dieser Übung habe ich Literatur, weiteres Material/weitere Hilfsmittel bzw. Lernstrategien für ein weiterführendes Selbststudium		

13. Spezifische Fragen zur Veranstaltungsart "Praktikum"

		trifft voll zu	trifft nicht zu
13.1)	Ich empfinde die Teilnehmer*innenzahl als angemessen. (*)		
13.2)	Durch die gestellten Aufgaben wird die Vertiefung/Erweiterung der Kenntnisse von Methoden/Techniken erreicht. (*)		
13.3)	Durch die gestellten Aufgaben wird die Vertiefung/Erweiterung der Kenntnisse in der Literaturarbeit erreicht. (*)		
13.4)	Bei einzelnen Funden/Befunden werden theoretische Hintergründe aufgezeigt. (*)		
13.5)	Die Diskussion der theoretischen Aspekte der bearbeiteten Beispiele trägt zum Verständnis oder zur Vertiefung des Vorlesungsstoffes bei.		
13.6)	Der Anteil mit eigener praktischer Arbeit während des Praktikums ist ausreichend. (*)		
13.7)	Die Praktikumsunterlagen - soweit ausgeteilt - tragen maßgeblich zum Verständnis des Stoffes bei. (*)		
13.8)	Im Skript sind die einzelnen Aufgaben (Arbeitsschritte, experimentelle Vorgehensweise etc.) gut beschrieben. (*)		
13.9)	Das Skript trägt maßgeblich zum Verständnis des Stoffes bei. (*)		
13.10)	Die Organisation des Praktikums (z. B. Zeitplanung, Information über Sicherheit) ist gut. (*)		
13.11)	Die Ausrüstung (Gerätschaften, Bücher etc.) ist in ausreichender Anzahl vorhanden. (*)		
13.12)	Die nötigen Geräte sind in technisch einwandfreiem Zustand. (*)		
13.13)	Die Sicherheitsbestimmungen werden von allen am Praktikum teilnehmenden Personen eingehalten. (*)		
13.14)	Die Praktikumsleitung steht in ausreichendem Umfang zur Betreuung zur Verfügung. (*)		
13.15)	Die im Labor vorgesehene Zeit ist für den Umfang der praktischen Aufgaben angemessen. (*)		

13.16)	Mein Interesse am Fach nahm durch das Praktikum zu. (*)	trifft voll zu				trifft nicht zu	

14. Spezifische Fragen zur Veranstaltungsart "Sprachkurs"

14.1)	Meinen Lernerfolg bis zum jetzigen Zeitpunkt schätze ich hoch ein. (*)	trifft voll zu				trifft nicht zu	
14.2)	Die Lehr-/Lernatmosphäre ist für mich angenehm und produktiv. (*)	trifft voll zu				trifft nicht zu	

15. Co-Teaching

15.1)	Die Lehrenden stimmen ihre Inhalte gut aufeinander ab. (*)	trifft voll zu				trifft nicht zu	
15.2)	Die Lehrenden ergänzen sich gegenseitig optimal. (*)	trifft voll zu				trifft nicht zu	
15.3)	Die Beteiligung mehrerer Lehrender bereichert die Veranstaltung. (*)	trifft voll zu				trifft nicht zu	
15.4)	Ich habe vom Wechselspiel zwischen den Lehrpersonen inhaltlich profitiert. (*)	trifft voll zu				trifft nicht zu	

16. Arbeitsaufwand

16.1)	Wie oft nehmen Sie an der Veranstaltung teil?	< 25 %				> 75 %	n=5	mw=4,00	md=4,00	s=0,00
16.2)	Ungefähr wie viel Prozent der insgesamt vorhandenen Angebote der Lehrveranstaltung konnten Sie bisher aufgrund von technischen	< 25 %				> 75 %	n=6	mw=1,50	md=1,00	s=1,22
16.3)	Wie schätzen Sie Ihren persönlichen Arbeitsaufwand im Vergleich zu den vergebenen ECTS-Punkten ein (ein ECTS	viel zu niedrig				viel zu hoch	n=5	mw=2,80	md=3,00	s=0,45
16.4)	Die fachlichen Anforderungen sind:	viel zu niedrig				viel zu hoch	n=6	mw=3,33	md=3,00	s=0,52
16.5)	Die zeitlichen Anforderungen sind:	viel zu niedrig				viel zu hoch	n=6	mw=3,33	md=3,00	s=0,52

17. Gesamtbewertung

17.1)	Insgesamt bin ich mit der Lehrveranstaltung sehr zufrieden.	trifft voll zu				trifft nicht zu	n=6	mw=1,17	md=1,00	s=0,41