

PHIL 242 AA
Introduction To Medical Ethics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 17/24 (71%)

Taught by: Blake Hereth
Instructor Evaluated: Blake Hereth-Predoc TA

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.2	4.1
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.2
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	17	35%	29%	35%				4.0	3.8
The content of the quiz section was:	17	29%	35%	35%				3.9	3.8
The quiz section instructor's (QSI's) contribution to the course was:	17	53%	24%	12%	12%			4.6	4.4
The QSI's effectiveness in teaching the subject matter was:	17	47%	35%	12%		6%		4.4	4.3

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	16		50%	25%	25%				5.5
The intellectual challenge presented was:	16	12%	19%	25%	44%				4.8
The amount of effort you put into this course was:	16		19%	31%	44%	6%			4.5
The amount of effort to succeed in this course was:	16	12%	19%	25%	31%	12%			4.8
Your involvement in course (doing assignments, attending classes, etc.) was:	16		31%	19%	50%				4.5

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.7 (N=15)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	7%	27%	13%	40%	13%						

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.8 (N=15)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	7%	7%	33%	27%	13%	13%					

What grade do you expect in this course?

Class median: 3.5 (N=15)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
20%	40%	33%		7%										

In regard to your academic program, is this course best described as:

(N=15)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
7%	13%	47%	7%	13%	13%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	17	41%	41%	12%	6%			4.3	8
QSI's use of examples and illustrations was:	17	41%	35%	6%	18%			4.2	14
Quality of questions or problems raised by QSI was:	17	41%	35%	24%				4.2	13
QSI's enthusiasm was:	17	76%	12%	12%				4.8	2
Student confidence in QSI's knowledge was:	17	47%	35%	6%	12%			4.4	16
Encouragement given students to express themselves was:	17	47%	47%		6%			4.4	10
Answers to student questions were:	17	41%	53%		6%			4.3	9
Interest level of quiz sections was:	17	47%	18%	29%	6%			4.3	3
QSI's openness to student views was:	16	50%	38%	6%		6%		4.5	7
QSI's ability to deal with student difficulties was:	16	50%	44%		6%			4.5	5
Availability of extra help when needed was:	16	62%	19%	19%				4.7	1
Use of quiz section time was:	16	31%	25%	38%	6%			3.8	18
QSI's interest in whether students learned was:	16	38%	31%	25%	6%			4.1	17
Amount you learned in the quiz sections was:	16	38%	31%	25%	6%			4.1	15
Relevance and usefulness of quiz section content were:	16	44%	31%	19%	6%			4.3	12
Coordination between lectures and quiz sections was:	16	38%	38%	19%	6%			4.2	11
Reasonableness of assigned work for quiz section was:	16	50%	19%	19%	12%			4.5	4
Clarity of student responsibilities and requirements was:	17	47%	35%	12%	6%			4.4	6

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes it was, I came into this class not knowing what to expect and found a class that really challenged what I believed to be true or not and why.
2. This class was absolutely amazing. The class made me consider my opinion on a lot of topics that I had never considered to be extremely important. It definitely helped me understand where I stand and why I may have that particular opinion on various issues in healthcare.
3. This class was somewhat intellectually stimulating. I thought that sitting in a circle facilitated it, but overall the concepts that we were given to discuss wasn't very interesting. It would have been better if more of a debate style where we had to argue out point rather than just say it.
4. Yes, it helped me think about the ethics behind patient and physician relationship.
5. The class was definitely intellectually stimulating. Blake always found a way to turn our argument against us which helped me not only think of new perspectives but to make argument that much stronger.
6. The class was very stimulating intellectually, and the quiz section was even more so. Blake's original thoughts and insight into the class were fantastic contributions to my understanding of the material, as they gave me an extremely down-to-earth and in-person view of medical situations. He's also really funny, so that helps too. May actually have helped to make this one of my favorite quiz sections/classes out of all the ones I've taken.
7. Yes, this class proposed very interesting topics to discuss. The class definitely required critical thinking in order to discuss very controversial topics.
8. Yes and no. It sometimes felt like the same few people would raise their hands, but the content was interesting.
9. Yes because I enjoyed discussing case study and discussing other aspects of the class
10. Yes. I liked the discussion-based nature of the course in general. I especially thought that the switch to a discussion circle in quiz section was a good idea. I liked going through the case studies, especially the more difficult ones. It really made me think.
11. Yes, it stretched my thinking by further discussing examples that were mentioned in lecture about various units we went over.
12. Yes, there were topics that were covered that I was completely unaware of prior to the class and they were all very intriguing

What aspects of this class contributed most to your learning?

1. Going over readings in quiz sections was really helpful, especially when we sat in a circle.
2. I really liked the circle discussion style of sections we had starting halfway through the quarter. It was much easier to engage in and helped me understand much more. Blake's views on the topic and willingness to share what his opinion was or wasn't helped me because this was my first philosophy course and I wasn't sure how to approach it.
3. The examples Blake gave!! Those were very helpful. Plus the inclusive learning style.
4. The writing helped me focus on central aspects.
5. Firstly, Blake was just a highly engaging TA and made it very fun and engaging every time I came to quiz section. It was the first 8:30 I actually wanted to come to. Secondly, my writing in general was significantly improved as well as my ability to critically think.
6. The positive energy and conversation-format of quiz sections. A lot of quiz sections seem like they're just extended versions of the lecture, which this one started out as, but it quickly became more like a forum where everyone was involved and I found that really useful in helping digest course material.
7. Clarifying some of the things that we skipped over in lecture as well as explaining exactly what the authors of papers actually meant.
8. discussions about the reading were very helpful. Also, Blake's explanations are great!
9. I really like having the circle discussions they really helped me learn a lot more, than before when you just did PowerPoint lecture.
10. Discussions - whether that be with partners or with the class. Also, the stepwise nature of how we learned to do philosophical writing was helpful.
11. Having the quiz section be a large circle rather than just a classroom.
12. The explanations that Blake offered during section and his willingness to be open-minded to our opinions and make it more of a group discussion
13. The instructor clearly had a grasp on the content of the class and was able to convey concepts clearly and effectively. The subject of the class is also very interesting therefore also contributed to my learning.

What aspects of this class detracted from your learning?

1. none
2. I think the lecture style sections weren't very helpful.
3. How scattered the Quiz sections seemed sometimes. Like I was not sure what the point of them were sometimes
4. Too much reading
5. I felt like going over the readings again in quiz section was often repetitive and not needed for some of the easier readings.

6. Early class time. 8:30 AM quiz section and 9:00 AM lecture section... I don't do as well as I could in the morning. I would be fine taking classes later in the day if only to be more awake to discuss information - I can get more out of discussions that way. Also, the amount of readings may have prevented us from getting a really good, in-depth understanding of topics, as we had to stay pretty surface-level in terms of the discussions so that we could get through them all.
7. sometimes we go on tangents related to the readings but we dont always get through explaining all of the readings. We focus primarily on 1 point but some of the articles are 20+ pages long.
8. Too much discussion and not enough of the TA just talking to us about the material.
9. The power point lecture did detract from my learning a bit because they were not as engaging.
10. The pace was pretty fast, but I think that is just a result of the quarter system. I wouldn't want to learn less, so I wouldn't cut down on the amount of info. We can deal with the speed haha.
11. none
12. The long readings and the time of the class
13. The extremely dense readings definitely detracted from my learning. It was much too long to truly understand what was important and what was expected of the student to know.

What suggestions do you have for improving the class?

1. Maybe send out the power point slides right after quiz section so students can go back and look at it to see if they missed anything. Or even so before quiz sections so students can follow along during class.
2. Just keep sharing and having the discussion circle style sections. Thank you for an amazing quarter!
3. Try to put it more as a debate style conversation. I think that this would really help develop skills that we need for the essays too. For example: assign people to a group on Wednesday, and have them prep for that side of the argument by Thursday. Then on Thursday have them come together as a group and do a class debate. This would really help me learn the skills to respond to objections and create good arguments that people would have a hard time objecting to. But I would just like to say as a final note I thought you were a great TA because I thought you were easy to get along with and very friendly. I wish you the best of luck in your future endeavors and your PhD program!
4. More organization
5. I don't have any suggestions right now and I think Blake has been an amazing TA
6. Later class meeting times and maybe only 3 readings per week as opposed to 4.
7. Less readings.
8. Even though it is a discussion section, less actual discussion.
9. Keep doing the circle discussion, they are much more interesting and get us talking about the material
10. Maybe a little more specific feedback early on in the course. For example, maybe the first writing assignment could be for participation credit, but still be reviewed by you.
11. none
12. less lengthy readings
13. A clearer rubric on what is to be expected on writing assignments especially with this being most students' exposure to philosophy.