

PHIL 149 AA  
Existentialism And Film  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: F  
Responses: 16/37 (43% moderate)

Taught by: Blake Hereth  
Instructor Evaluated: Blake Hereth-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
4.7	4.7
(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:

<b>CEI: 4.5</b>
(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:	16	62%	25%	12%				4.7	4.7
The content of the quiz section was:	16	56%	31%	12%				4.6	4.6
The quiz section instructor's (QSI's) contribution to the course was:	16	69%	31%					4.8	4.8
The QSI's effectiveness in teaching the subject matter was:	16	56%	44%					4.6	4.6

### 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	6%	25%	44%	19%		6%		5.1
The intellectual challenge presented was:	16	19%	31%	31%	19%				5.5
The amount of effort you put into this course was:	16	6%	6%	44%	31%	6%	6%		4.6
The amount of effort to succeed in this course was:	16		19%	38%	38%	6%			4.7
Your involvement in course (doing assignments, attending classes, etc.) was:	16	19%	19%	25%	25%	6%		6%	5.0

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: 5.9 (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
	13%	27%	47%	7%		7%					

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

**Class median: 4.5 (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%	33%	20%	33%		7%					

What grade do you expect in this course?

**Class median: 3.6 (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)	F (0.0)	Pass	Credit	No Credit
20%	47%	7%	7%	7%	7%			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%	7%	73%			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:	16	62%	31%	6%				4.7	4
QSI's use of examples and illustrations was:	16	56%	19%	25%				4.6	11
Quality of questions or problems raised by QSI was:	16	56%	31%	12%				4.6	9
QSI's enthusiasm was:	16	88%	12%					4.9	2
Student confidence in QSI's knowledge was:	16	69%	31%					4.8	14
Encouragement given students to express themselves was:	16	75%	19%	6%				4.8	5
Answers to student questions were:	16	69%	31%					4.8	3
Interest level of quiz sections was:	16	56%	6%	38%				4.6	1
QSI's openness to student views was:	16	69%	25%	6%				4.8	7
QSI's ability to deal with student difficulties was:	16	56%	38%	6%				4.6	12
Availability of extra help when needed was:	16	62%	31%	6%				4.7	8
Use of quiz section time was:	16	44%	38%	19%				4.3	17
QSI's interest in whether students learned was:	16	69%	25%	6%				4.8	6
Amount you learned in the quiz sections was:	16	50%	19%	25%	6%			4.5	13
Relevance and usefulness of quiz section content were:	16	50%	19%	25%	6%			4.5	16
Coordination between lectures and quiz sections was:	16	50%	44%	6%				4.5	10
Reasonableness of assigned work for quiz section was:	16	50%	44%		6%			4.5	15
Clarity of student responsibilities and requirements was:	16	44%	31%	25%				4.3	18

PHIL 149 AA  
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Taught by: Blake Hereth  
**Instructor Evaluated: Blake Hereth-TA**

### STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, one of the more stimulating classes I've taken. Compelling subject matter
2. This class was amazing for furthering my knowledge and thinking on the texts and films
3. Yes, it did! It was very interesting to learn about each philosopher and their differentiating viewpoints.
4. Yes, I learned a lot of new things about existentialism like the multiple dimensions of nihilism. Yes, I had to think about things in other ways that I have not ever done before like Beauvoir's transcendence.
5. Yes, it introduced me to new interpretations of people and ways to explain their actions.
6. Not really, the content wasn't particularly interesting or relevant to me
7. Yes, I learned a lot of new perspectives and was able to cultivate a more open mind. Blake was really great at asking stimulating questions.
8. This section constantly forced me to adapt to non-conventional applications of the concepts, as well as viewing certain ideas from different lenses. So, overall this section was genuinely intellectually stimulating.
9. Absolutely
10. Yes--the discussions we had were intellectually stimulating and questioned by personal philosophy.
11. yes. I enjoyed this class and Blake was very enthusiastic about philosophy.
13. Yes, it provided a lot of opportunities for discussion of interesting topics
15. It was interesting to hear a different voice speaking about existentialism and giving slightly different methods of explanations.

#### What aspects of this class contributed most to your learning?

1. Group discussion
2. The small text section discussions were very good
3. The quiz sections were very helpful. It was very useful to talk about the paper or film we were assigned in quiz because sometimes it was confusing. Lectures were good as well but sometimes they could get a little confusing.
4. The annotating of text/film. The quiz section's further elaborations on the lecture.
5. Hearing other students' understanding of the different philosophies as well as the QSI applying them to real world scenarios.
6. The movies themselves
7. Blake's enthusiasm and extreme kindness and flexibility.
8. The in-class discussions, as well as the explanations by the TA.
9. Blake's enthusiasm absolutely contributed.
10. The added contributions by Blake to the material to provide more examples of concepts presented in class.
12. Super friendly, engaging, and knowledgeable TA
13. Reading and discussing specific passages was very helpful
14. Good use of class time
15. Videos shown in section and highlighting key parts of texts

#### What aspects of this class detracted from your learning?

1. None
2. Nothing
3. Nothing really.
4. none
5. Marking up readings.
6. Size of the lecture
8. None
9. Sometimes I wish the assignment would be less vague.
10. Sometimes the section felt a little useless if you already had a deep understanding of the films.

13. Lack of interest by other students

**What suggestions do you have for improving the class?**

1. None
2. nothing, it was great
3. Maybe evening out the time for each philosopher. We spent so much time on Kierkegaard and so little time on Beauvoir, the course seemed a little imbalanced. Other than that, everything was great!
4. Add two weeks to this course so we can read my boy Camus.
5. Make more resources available for students to further their knowledge about the philosophies, especially if they didn't understand what was discussed in lecture/QS.
6. Watch the movies in class
8. Maybe give a bit less time for student discussion with their peers, as often it devolved into off-topic conversations.
9. Why are we having a final exam? It feels very out of place. Between the final exam AND the final project, it feels a little over the top for an intro level class. Maybe this isn't fair, but I almost want to say that it feels like part of the reason why there were so many assignments for the class was because it overcompensating for being philosophy and some people thinking that is silly or easy (it's not.)
10. None--it was a good addition to the lecture overall and helped when I didn't fully understand what was presented in lecture.
11. More assignments or ways of engaging with the readings besides discussions.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

**Frequency distributions.** The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

**Median ratings.** IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.<sup>1</sup> In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

**Comparative ratings.** IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

**Adjusted ratings.** Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

**Challenge and Engagement Index (CEI).** Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

**Optional Items.** Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

<sup>1</sup> For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.

PHIL 149 AC  
Existentialism And Film  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: F  
Responses: 24/34 (71% very high)

Taught by: Blake Hereth  
**Instructor Evaluated: Blake Hereth-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
<b>4.9</b>	<b>4.8</b>
(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:

<b>CEI: 4.8</b>
(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:	24	67%	29%	4%				4.8	4.7
The content of the quiz section was:	24	62%	33%	4%				4.7	4.6
The quiz section instructor's (QSI's) contribution to the course was:	24	92%	4%	4%				5.0	4.9
The QSI's effectiveness in teaching the subject matter was:	24	88%	8%	4%				4.9	4.9

**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:	24	8%	33%	33%	8%	12%	4%		5.2
The intellectual challenge presented was:	24	17%	33%	25%	25%				5.5
The amount of effort you put into this course was:	24	4%	38%	33%	25%				5.2
The amount of effort to succeed in this course was:	24	12%	29%	38%	21%				5.3
Your involvement in course (doing assignments, attending classes, etc.) was:	24	17%	29%	21%	29%	4%			5.3

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: 5.4 (N=23)**

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
17%	35%	17%	22%	9%							

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

**Class median: 4.6 (N=23)**

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
4%	26%	35%	22%	9%	4%						

What grade do you expect in this course?

**Class median: 3.6 (N=23)**

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)	F (0.0)	Pass	Credit	No Credit
30%	43%	17%	4%	4%										

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

**(N=23)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
22%	4%	39%	17%	4%	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:	24	62%	33%	4%				4.7	7
QSI's use of examples and illustrations was:	24	62%	29%	8%				4.7	11
Quality of questions or problems raised by QSI was:	24	58%	38%	4%				4.6	15
QSI's enthusiasm was:	24	83%	12%	4%				4.9	9
Student confidence in QSI's knowledge was:	24	71%	29%					4.8	18
Encouragement given students to express themselves was:	24	71%	21%	8%				4.8	13
Answers to student questions were:	24	62%	33%	4%				4.7	12
Interest level of quiz sections was:	24	62%	25%	12%				4.7	2
QSI's openness to student views was:	24	71%	29%					4.8	10
QSI's ability to deal with student difficulties was:	24	71%	17%	12%				4.8	4
Availability of extra help when needed was:	24	62%	33%	4%				4.7	16
Use of quiz section time was:	24	75%	17%	8%				4.8	1
QSI's interest in whether students learned was:	24	67%	29%	4%				4.8	14
Amount you learned in the quiz sections was:	24	58%	38%	4%				4.6	6
Relevance and usefulness of quiz section content were:	24	71%	21%	8%				4.8	3
Coordination between lectures and quiz sections was:	24	58%	29%	8%	4%			4.6	5
Reasonableness of assigned work for quiz section was:	24	62%	29%	8%				4.7	8
Clarity of student responsibilities and requirements was:	24	58%	33%	8%				4.6	17

PHIL 149 AC  
Existentialism And Film  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: F  
Responses: 24/34 (71% very high)

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

### STANDARD OPEN-ENDED QUESTIONS

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

1. This class helped me to synthesize what we learned in lecture and hear others' perspectives. It provided clarity on details that we wouldn't have had time to discuss in lecture. Overall I found the sections beneficial to my understanding of the course
2. Very much so! This topic is very stimulating.
3. I thought that I learned much more in this class than I expected, it gave a new spin on subject matters I'd previously known such as analyzing films from the French new wave which I enjoy very much
4. Yaus, it was a beast class.
5. This class was intellectually stimulating. I learned a lot from it and the material we learned altered the way I see myself and the people around me.
6. Yes, Blake asks different questions and opens room for new interpretation. Sometimes, he also leaves room for us to understand the problem ourselves.
7. yes!
8. Yes, Blake did an incredible job helping us to unpack complex existential concepts and put them in terms we could relate to and understand. He clearly has a great grasp on the material he is teaching, and cares a great deal about the wellbeing of his students.
9. Yes, discussions in quiz section were stimulating with good participation and questions raised.
10. Yes very. Talking about the films and different philosophers in section gave me a better understanding on the content
11. Personally, I benefited most from Quiz section. The extra explanations and elaborations from Blake helped immensely.
12. The content itself was very intellectually stimulating because some of them went against my prior philosophical beliefs. However it was great to be aware of such distinct beliefs in the course and it definitely stretched my thinking.
13. Yes! I had never really thought about existentialism previously, let alone in film.
15. Yes, I think it gave me a clearer view of what philosophy is like.
16. yes, it is philosophy...
17. yea, new way of finding meaning in life
18. It was very intellectually stimulating. We covered the works of some great philosophers and had enthusiastic conversations about their works. The movies were fun too!

#### What aspects of this class contributed most to your learning?

1. I liked the discussions, both with partners and with the whole class. Because of the nature of the course, it was helpful for us to have a chance to share our opinions and views of the material
2. Discussion.
3. All of it
4. Writing papers
5. The lectures and quiz sections were very beneficial. Sometimes the readings and movies could be quite confusing but once the professor and TAs went over it and explained how the material was relevant I felt more confident that I understood what was being taught.
6. His sense of humor and his explanation are very clear and interesting!! I love coming to class because of this and after class I always feel better about my knowledge and understanding of the topics
8. General discussion was the most helpful, with the help of Blake's guiding questions. His endless enthusiasm and sense of humor were always appreciated, and provided a brief respite from other stresses. Best philosophy TA I have yet had the pleasure of learning from. Thanks, Blake!
9. Enthusiasm and helpfulness of both the QSI and professor.
10. Everything
11. Blake's explanations as well as his the chance he gave us to discuss with one another.
12. The quiz sections really contributed a lot to my understanding. The presentation given by my TA was outstanding.
13. I liked the peer discussions and the guided questions.
14. Blake was amazing! His enthusiasm really helped me out this quarter when I was struggling with classes. He really makes difficult philosophy easier to understand. Wish I could take a class with him again, and I don't say that often!
15. Group discussion
16. The films.

17. real life applications, bojack horseman was actually really understandable
18. It gave me an opportunity to compare some of my own philosophical ideas against those of prominent and historical philosophers.

### What aspects of this class detracted from your learning?

1. Sometimes I felt like there was too much time allotted to peer discussion, and I wished we would have talked more as a whole class.
2. None of it.
3. N/A
4. Ian talks way too much, and sometimes I did not have time watch such long movies on a two day notice.
5. Sometimes the lecture was cut short due to time and we never finish what was being discussed or not as in great detail. Sometimes the pooling questions could be a bit confusing.
6. The classroom is too far, I have to walk from very far away!!!
8. The quiz section was great while it, and sometimes we were let out early. While I can't complain about getting more time to get other work done, I sometimes wish we could have continued discussion even further with the time we had! Other than that, no complaints.
9. Widespread technical difficulties with canvas during one assignment.
10. None!
11. None.
12. Nothing.
13. N/A
15. Lack of class-wide discussion
16. the Bible and all the quotes. I wanted this to be a more modern existentialism course.
17. I liked responding to the poll evs but the call out made me stressed out and felt like I had to think of a quick answer rather than trying to truly understand it
18. Nothing comes to mind.

### What suggestions do you have for improving the class?

1. I thought the section was great as is.
2. Honestly a room with air conditioning would have been nice. I skipped class on multiple occasions just because of the heat.
3. N/A
4. Make the lecture more engaging, Poll ev is good, but again Ian talks way too much and for me I need time to grasp these concepts.
5. I would suggest assigning movies that are more modern so that students can have a better understanding of what is happening and can relate to the characters more.
8. Maybe give people the option of leaving and see if anyone wants to remain and continue discussion?
9. None.
10. None! This is the best section i've had and ive always enjoyed it
11. Nothing. Thank you so much Blake!! I can tell you are very knowledgeable about the course and I was thankful to have you as my TA. This is where most of my learning came from.
12. Nothing.
13. N/A, it was good
15. I think for this quiz section, we often have small group discussions that are interesting, but rarely any class-wide discussion after we come back together as a class. I think having both would be good.
16. Study Sarte more
17. continue giving the time to talk to your neighbor about the questions you pose to the class. It gave me new perspectives and allowed me to meet some people that I really enjoy the company of
18. I thinks it's good the way it is. There's a little bit of something for everyone to take away from it.

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Existentialism And Film  
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Responses: 26/32 (81% very high)

Taught by: Blake Hereth  
**Instructor Evaluated: Blake Hereth-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
4.8	4.8
(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:

<b>CEI: 4.5</b>
(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:	26	69%	19%	12%				4.8	4.8
The content of the quiz section was:	26	69%	19%	12%				4.8	4.8
The quiz section instructor's (QSI's) contribution to the course was:	26	81%	12%	8%				4.9	4.9
The QSI's effectiveness in teaching the subject matter was:	26	81%	12%	8%				4.9	4.9

**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:	26	15%	23%	31%	31%				5.1
The intellectual challenge presented was:	26	23%	23%	35%	19%				5.4
The amount of effort you put into this course was:	26	15%	23%	23%	31%	4%	4%		5.0
The amount of effort to succeed in this course was:	26	15%	15%	23%	31%	15%			4.7
Your involvement in course (doing assignments, attending classes, etc.) was:	26	19%	23%	19%	38%				5.1

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: 6.7 (N=25)**

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
	8%	28%	24%	28%	4%		4%	4%			

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

**Class median: 5.9 (N=25)**

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
	20%	24%	32%	12%	4%	4%		4%			

What grade do you expect in this course?

**Class median: 3.5 (N=25)**

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)	F (0.0)	Pass	Credit	No Credit
16%	44%	24%	12%		4%									

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

**(N=25)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
8%	24%	44%			24%

**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:	26	69%	23%	8%				4.8	9
QSI's use of examples and illustrations was:	26	65%	31%	4%				4.7	15
Quality of questions or problems raised by QSI was:	26	81%	15%		4%			4.9	2
QSI's enthusiasm was:	26	96%		4%				5.0	10
Student confidence in QSI's knowledge was:	26	92%	4%	4%				5.0	11
Encouragement given students to express themselves was:	26	92%	8%					5.0	5
Answers to student questions were:	26	77%	19%	4%				4.8	6
Interest level of quiz sections was:	26	62%	27%	8%	4%			4.7	4
QSI's openness to student views was:	26	96%	4%					5.0	3
QSI's ability to deal with student difficulties was:	26	73%	23%	4%				4.8	7
Availability of extra help when needed was:	26	69%	19%	12%				4.8	13
Use of quiz section time was:	26	58%	27%	8%	8%			4.6	16
QSI's interest in whether students learned was:	26	65%	31%	4%				4.7	17
Amount you learned in the quiz sections was:	26	50%	35%	12%	4%			4.5	18
Relevance and usefulness of quiz section content were:	26	69%	19%	8%	4%			4.8	12
Coordination between lectures and quiz sections was:	25	84%	12%		4%			4.9	1
Reasonableness of assigned work for quiz section was:	26	69%	23%	4%	4%			4.8	8
Clarity of student responsibilities and requirements was:	26	65%	27%	4%	4%			4.7	14

PHIL 149 AF  
Existentialism And Film  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: F  
Responses: 26/32 (81% very high)

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

### STANDARD OPEN-ENDED QUESTIONS

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

1. yes
2. Yes, enjoyable atmosphere!
3. Yes, the format of the class allowed for stimulating ideas to develop off of each other very well
4. Yes, I now have a new framework for the analysis of media. Before, I often focused on the how media constructed socio-culture; from previous classes, I was mostly only able to analyze movies in respect to constructing gender roles, engaging in monster theory, and advancing certain political ideology. Now, I am better at analyzing media in order to perceive its philosophical message.
5. Yes. The class stretched my thinking by pushing me to consider new viewpoints of life with implications onto the ethical world that I live in.
6. Very interesting, as I have thought about existentialism before, but never in a formal environment.
7. This class was baller. Definitely feel that it stretched my thinking. I'm a true intellectual now and I have much heavier thoughts
8. Yes, it got me thinking and questioning many things and considering many other viewpoints other than just mine.
9. Yes. Introduced to existentialist thinking.
10. Yes I had never taken a philosophy course and while challenging, I enjoyed thinking about all of the concepts.
11. Yeah very much, my favorite part about this class was how much i had to think about philosophers.
12. Yes, this class was very intellectually stimulating. Before taking this course I had never thought about the meaning of life or existentialism, this class really opened my eyes in a positive way and made me interested in taking more philosophy classes.
13. Yes, It really made me go out of my own comfort zone of thought about life and take a look from others point of view and utilize that to explain more about a philosopher
14. Yes, it allowed me to think about different philosophical ideas that are relevant to my life
15. Yes it was I had to consider multiple new philosophies.
16. Yes absolutely
17. I do feel that this class is intellectually stimulating, and think that it was very valuable. I took this class in an attempt to help define what I want out of life, and feel that I am more prepared to answer those questions now.
18. Yes. The content challenged my point of view on existentialism and changed the way I think about applying meaning to my life.
19. Yes, the course material required reflecting on life, values, and how you live your life, which is very intellectual.
20. In class discussions for many different opinions.
21. This class definitely stretched my thinking by ping-ponging back and forth between student ideas and ideas provided by our TA.
22. Absolutely. Quiz section especially got me to think about things in ways I've never thought of, but also managed to stay within the bounds of being approachable and achievable.

#### What aspects of this class contributed most to your learning?

1. lecture
2. You made things fun to learn about while educating us
3. The lectures and quiz sections were very coordinated
4. Everyone in the class seemed incredibly engaged, making group discussion incredibly useful and entertaining.
5. I liked the moments in quiz section where we would go 'beyond the text' and start to explore some of the implications and alternative examples. One example of this was watching love death & robots on the topic of Beauvoir. Another beneficial aspect of the quiz section was breaking down the complex thoughts into more easily digestible aspects.
6. The films that connected to the philosophers were great in helping understand each philosopher's "ideal" person.
7. Quiz section was so great. Blake is a saint and so funny and so smart. He deserves all the love and money in the world
8. I think the combination of class time and section was very helpful together
9. Peer discussions.
10. The quiz section explanations of passages was very helpful.
11. Probably the quiz sections I found them very useful
12. I greatly benefited from open discussions in quiz section between all of my classmates and discussing topics we talked about lecture more in depth to understand it better. I also benefited from discussing the topics we talked about in a more relevant and understand context.

13. N/A
14. Lectures
15. The lecture allowed me to discuss with my peers and learn more about what I had missed from the material.
16. The enthusiasm and knowledge of my TA
17. Quiz section, lecture and course discussion, Blake is great!
18. Discussions in quiz sections helped clarify the difficult content in lecture.
19. When I understood how the movie's philosophy connected to the way of thinking we just learned.
20. having things explained in class
21. Blake's enthusiasm made the course both engaging and enjoyable. This added so much to the course because it allowed us to really engage with the material and feel comfortable in the environment to explore our ideas.
22. Open discussions in quiz sections

#### What aspects of this class detracted from your learning?

1. none
2. None
4. Not everyone seemed to have watched the film or done the reading, sometimes. Though, by quiz section, people seemed more likely to have done the reading or watched the film than by lecture.
5. I personally found that whenever we would stop and talk with our peers over a question, it quickly became a distraction. Often times we would either not fully understand the topic or would get sidetracked and talk about something else; as a result, a lot of class time was often wasted in quiz section accordingly. This 'think-pair-share' method of learning is especially useful in a class such as this, but the ratio of this method to the conventional discussion was often skewed.
6. I felt like discussions could've been better, but that isn't on the instructor.
7. Reading is hella hard for me but that's just a me thing, not the fault of the class
8. The only thing was finishing some of the long readings was difficult at times
9. Nothing
10. Discussions with peers as many times peers were unwilling to put forth their input.
11. Nothing really
12. Everything that we talked about and did in class was beneficial to my learning, nothing detracted from my learning.
13. The length of the movies
14. Commentaries
15. None
16. The lack of enthusiasm of my peers
17. The section is in the Friday afternoon timeslot, so I am often ready for the weekend by that time.
19. Lecture was very slow, the long length made it hard to attend.
20. random calling
21. N/A
22. All of the old French films

#### What suggestions do you have for improving the class?

1. the video commentary is kind of hard because i hate computers
2. None
3. I think Kierkegaard was the hardest philosopher to analyze so maybe he shouldn't have been the first one we focused on
5. - More Q&A with the TA as opposed to our peers. - More breakdowns of homework assignments within the course, perhaps even going as far as providing feedback and examples. - More examples to clarify difficult concepts. - More 'implications' about how living under one of these existentialist's viewpoints might change our lives.
6. More early emphasis on class discussion so people expect it? It got better in later sections, but early ones were kind of awkward.
7. FIND ENGLISH DUBS OF MOVIES. I CANT READ FAST ENOUGH FOR MOVIES WITH SUBTITLES OMG. ALSO SEARCHABLE PDFs TO MAKE REFERENCING TEXT EASIER
8. I would suggest having a review meet up before the final just to make sure the students really understand what kind of material they will be required to know and for them to have an opportunity to study and ask further (or last minute) questions, I know I would definitely benefit from that.
9. Nothing
10. More explanation of key ideas and concepts.
11. Love death and robots would be super cool
12. I do not have any suggestions for improving the class. I thoroughly enjoyed this class and learned so much that I had never even thought of before, and will be taking more philosophy classes in the future.
13. Make some of the readings shorter