



[Instructor Report with Comments - Course Evaluation - Fall Semester 2023] - Fall 2023: PHL 3330-01 P1, Bioethics (Christine Wieseler)

Project Title: **Fall 2023 Course Evaluations**

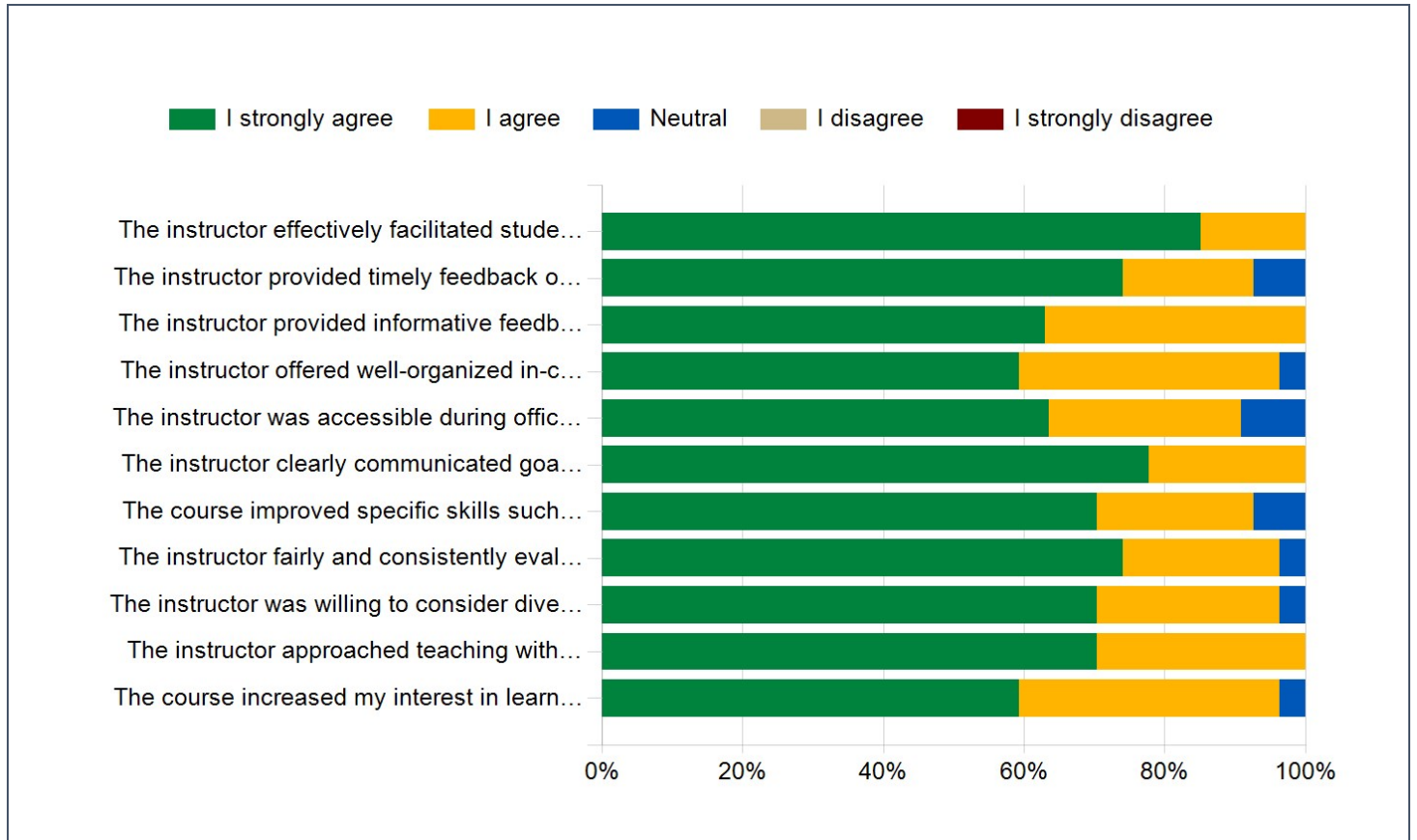
Survey Audience: **34**

Responses Received: **27**

Response Ratio: **79.4%**

Creation Date: **Thursday, January 4, 2024**

Scale Distribution



Frequency Distribution

	I strongly agree	%	I agree	%	Neutral	%	I disagree	%	I strongly disagree	%	Total Responses
The instructor effectively facilitated student learning.	23	85.2%	4	14.8%	0	0.0%	0	0.0%	0	0.0%	27
The instructor provided timely feedback on student work.	20	74.1%	5	18.5%	2	7.4%	0	0.0%	0	0.0%	27
The instructor provided informative feedback on student work.	17	63.0%	10	37.0%	0	0.0%	0	0.0%	0	0.0%	27
The instructor offered well-organized in-class and online activities.	16	59.3%	10	37.0%	1	3.7%	0	0.0%	0	0.0%	27
The instructor was accessible during office hours.	14	63.6%	6	27.3%	2	9.1%	0	0.0%	0	0.0%	22
The instructor clearly communicated goals and expectations of the course.	21	77.8%	6	22.2%	0	0.0%	0	0.0%	0	0.0%	27
The course improved specific skills such as writing, critical thinking, and logical reasoning.	19	70.4%	6	22.2%	2	7.4%	0	0.0%	0	0.0%	27
The instructor fairly and consistently evaluated student work.	20	74.1%	6	22.2%	1	3.7%	0	0.0%	0	0.0%	27
The instructor was willing to consider divergent points of view.	19	70.4%	7	25.9%	1	3.7%	0	0.0%	0	0.0%	27
The instructor approached teaching with commitment.	19	70.4%	8	29.6%	0	0.0%	0	0.0%	0	0.0%	27
The course increased my interest in learning more about the subject matter.	16	59.3%	10	37.0%	1	3.7%	0	0.0%	0	0.0%	27

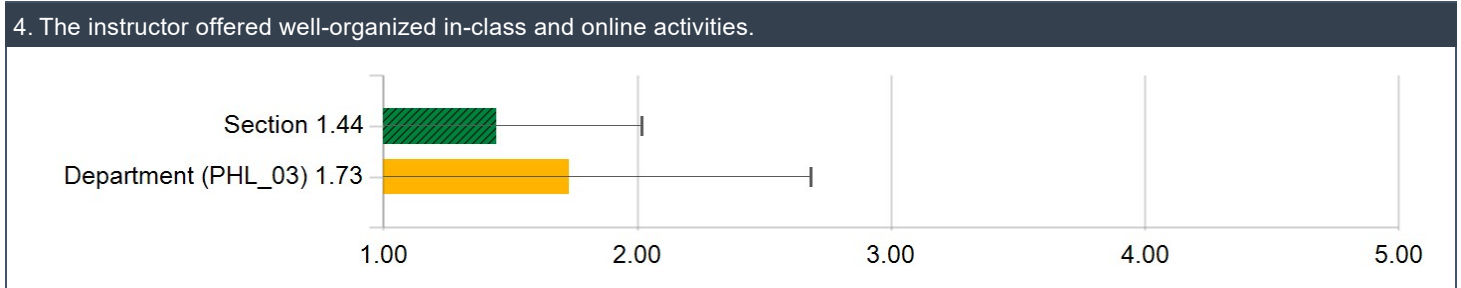
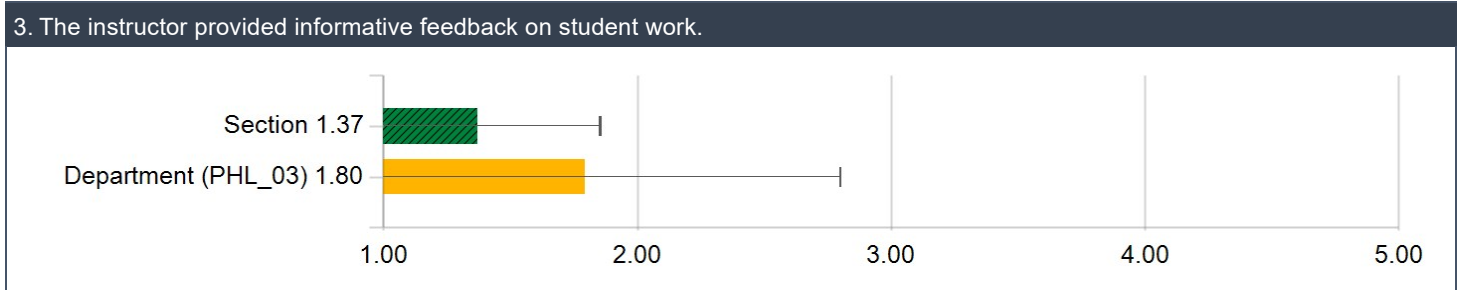
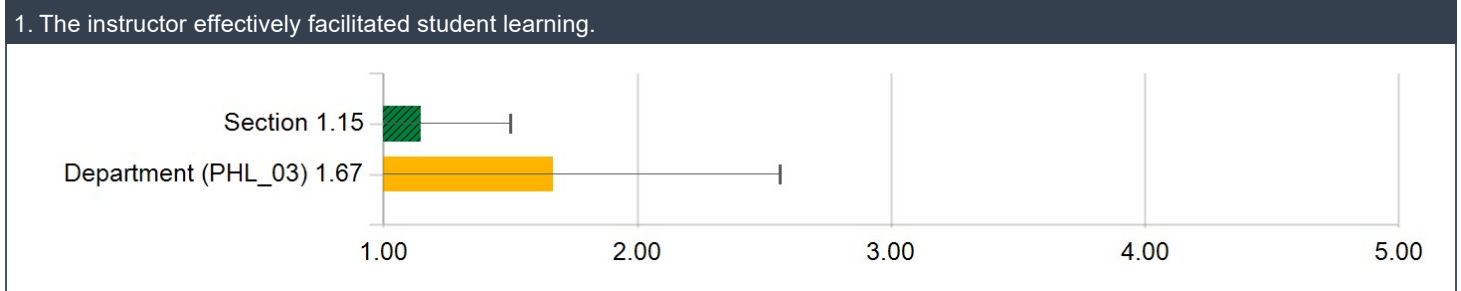
Comparison Blocks

(Comparison data to course sections and department courses that use the same form is not available when there are fewer than 6 sections.)

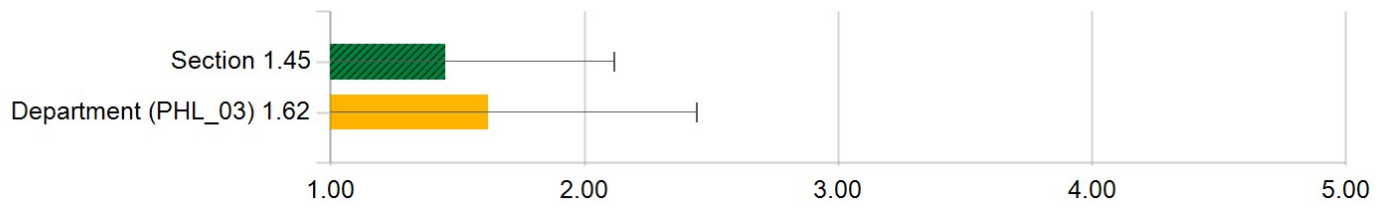
Department averages are calculated based on the form used. Please note that your department may use multiple forms based on course type (lecture, lab, activity, etc.) and/or course modality (online, in-person). The form utilized is displayed on the first page of this report as well as in the following report block.

1: I strongly agree 2: I agree 3: Neutral 4: I disagree 5: I strongly disagree

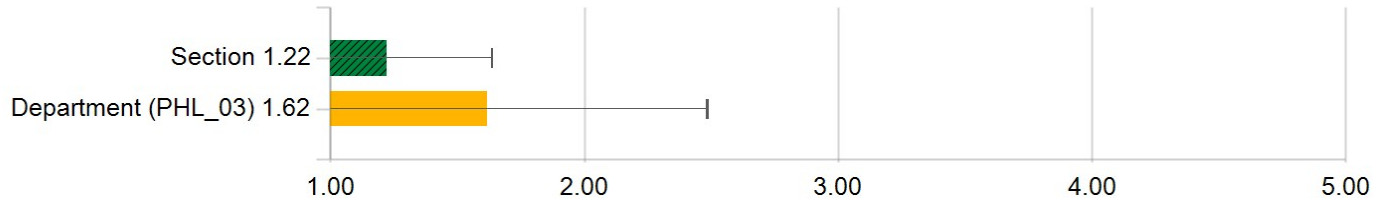
StandardDev



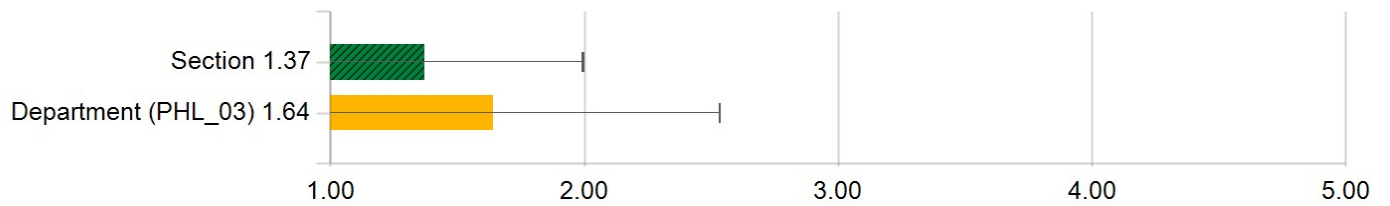
5. The instructor was accessible during office hours.



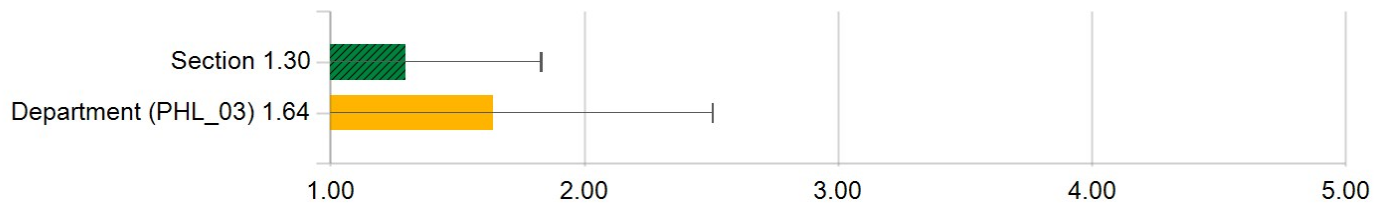
6. The instructor clearly communicated goals and expectations of the course.



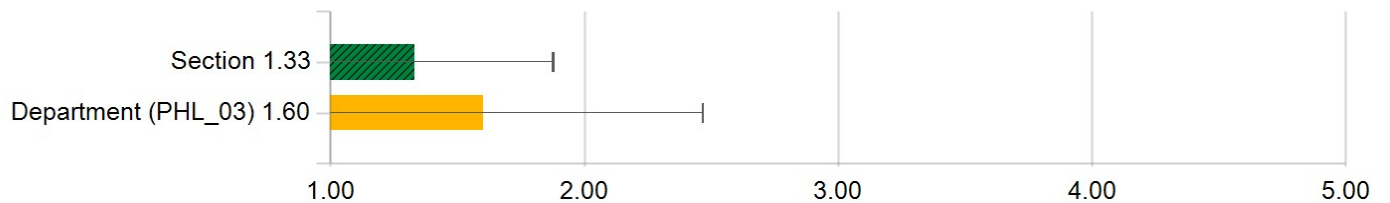
7. The course improved specific skills such as writing, critical thinking, and logical reasoning.



8. The instructor fairly and consistently evaluated student work.

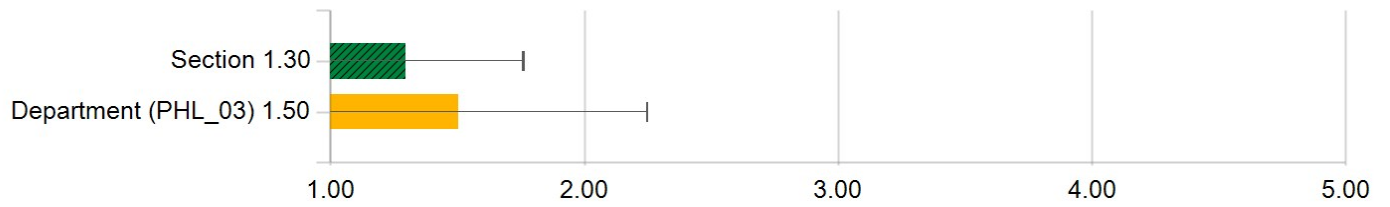


9. The instructor was willing to consider divergent points of view.

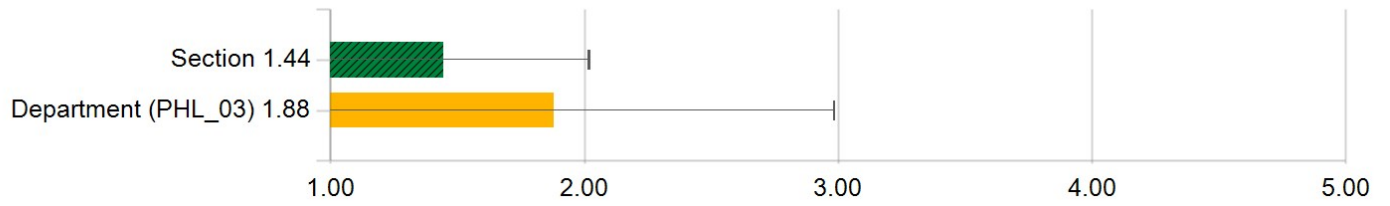


1: I strongly agree 2: I agree 3: Neutral 4: I disagree 5: I strongly disagree
(continued)

10. The instructor approached teaching with commitment.



11. The course increased my interest in learning more about the subject matter.



Mean and S.D - Section-Course-Department

	Section Frequency	Section Mean	Section SD	Department Frequency	Department Mean	Department SD
The instructor effectively facilitated student learning.	27	1.15	0.36	929	1.67	0.90
The instructor provided timely feedback on student work.	27	1.33	0.62	923	1.73	0.97
The instructor provided informative feedback on student work.	27	1.37	0.49	923	1.80	1.01
The instructor offered well-organized in-class and online activities.	27	1.44	0.58	923	1.73	0.96
The instructor was accessible during office hours.	22	1.45	0.67	758	1.62	0.83
The instructor clearly communicated goals and expectations of the course.	27	1.22	0.42	928	1.62	0.87
The course improved specific skills such as writing, critical thinking, and logical reasoning.	27	1.37	0.63	927	1.64	0.90
The instructor fairly and consistently evaluated student work.	27	1.30	0.54	922	1.64	0.87
The instructor was willing to consider divergent points of view.	27	1.33	0.55	915	1.60	0.87
The instructor approached teaching with commitment.	27	1.30	0.47	923	1.50	0.75
The course increased my interest in learning more about the subject matter.	27	1.44	0.58	916	1.88	1.11

What are one to three specific things about the course or instructor that especially helped to support student learning?

Comments
The instructor responds fast to emails and answering questions in class. The instructor does a great job of providing discussion prompts in class that relate to course material.
The lectures are very insightful and the professor encourages discussion and reflection on the topics we learn. We constantly read and reflect on topics which has really helped in things like critical thinking. The work load is very manageable and overall, the course is very well organized.
One thing about the course is she has helped me open my eyes to disability that I really never thought about until I started taking her course, and it has been very interesting to learn about.
First, the PowerPoint presentations helped facilitate my learning. The mentioned essential quotations and thesis of the reading of each PowerPoint helped me write my papers and grasp philosophical concepts better. The handouts, in-class or online, were also helpful in facilitating my learning. Second, the handouts mentioned vital terms and essential points of the reading. These two pieces of supplemental notes helped me understand complex philosophical concepts. Third, the protocols were helpful because they summarized the previous week's readings and critical concepts. The protocol helped with my recall of information and allowed me study for my exams.
Dr. Wieseler hosted engaging discussions on the readings, assigned readings that had different points of view, and assigned work that promoted critical analysis of the readings.
Reading
I enjoyed how the professor really took the time to listen and engage with students in class, listening to our varied perspectives and life experiences. The professor also engaged with us on a more personal level, showing interest in our lives and identities outside of as just students.
I enjoyed the readings we were assigned and found them interesting and compelling when I had previously had no interest in those subjects. They also assigned assignments that facilitated further opportunities to reflect and analyze the various materials we covered in class.
An open class discussion and encouraging students to listen to opposing views.
I like how she provided individualized feedback on each of our work.
encouraged open discourse among the class.

Comments
answered questions with a high depth of knowledge
Very detailed lectures, engaging readings, and open to discussing your views in class to establish a community feeling.
I love the flexibility that Dr. Wieseler gives surrounding due dates and always being empathetic towards her students. She's really great at teaching and I love how the class can take its own course because of the way it's setup. It isn't like a physics class where we have to get to a certain chapter in order for us to pass the class, but if we want to talk about something specifically over a reading we had during the week we have the freedom of doing it in class and of course we are encouraged to come to office hours.
our class discussions, our professor waiting for people to speak when no one was speaking, and our assigned reflections.
I really enjoyed the end class discussions and structured worksheets. Also, the readings were really really interesting and the course was structured really well that it kind of built on itself every week which is really helpful because you could call back to what you had previously learned and even if we were talking about things in the abstract, it was really helpful that it was taught to us in a way that was understandable and approachable.
The instructor made extra effort to accommodate students and took intermittent feedback throughout the course to improve student experience.
she provided powerpoints that had just enough info to guide us through each class and follow the material and would have us do protocols that highlights the lessons and reading from the previous week that helped me grasp and absorb the information more.
The class was centered around discussion and sharing our perspectives on the provided texts. This created an environment where we were encouraged to dissect texts as much as possible and find important insights that we might not have discovered individually.
passion for the subject matter and the instructor was well-informed about our readings
Class discussions, asking for feedback from the class and employing that feedback, and reading reflections as well as well spaced out papers that aren't too overwhelming.
The discussion questions on different readings helped put a focus on certain main points when some readings had many. The protocols also gave a good review of what we have been learning that made it easier to understand one theme at a time.
Assignments for each week were announced on Canvas ahead of time which provided enough time to plan things ahead. The class discussions were designed to walk students through each assigned reading to help in understanding it conceptually as well as providing an opportunity for students to share their own personal thought on the subjects. Considering that this course was being taught at this school for the first time by Dr. Wieseler, she was very effective at introducing the concept of disability Bioethics and highlighting its importance and sparking an interest in this subject for many of the students.
Discussions were fun! Professor tried to encourage different viewpoints, but people may have been uncomfortable, which is understandable. Handouts about the readings especially when they were hard for that week were useful. Gave us break times since it was a a long class, which I liked.
Dr, Wieseler supported student learning by providing flexible due dates. She was very careful to withhold her personal opinions so that the classroom was not influenced by that, and encouraged everyone to speak their point of view without judgements. My learning was supported by being exposed to a different side of technical writing by having us read a lot of different texts.
She encouraged discussions, made the material accessible, and helped me think through ideas.

What are one to three specific things about the course that can be improved to better support student learning?

Comments
To try and add the reading reflections to the course schedule, it was hard to plan other class work when a reading reflection was posted with no heads up. Less text on slides.
Nothing, Professor is great.
I believe can have a bit more feedback on how to improve on work that is assigned for class or on homework.
One specific thing about the course that can be improved is that the PowerPoint can have a little more description or footnotes regarding the quotes. Another point is that my dislike for in-class participation, but I am also grateful for this experience. Public speaking and participation are weak points of mine, but this class has helped me gain more courage to speak aloud.
Dr. Wieseler assigns a lot of work/readings throughout the semester, and it can be difficult to keep up when taking a more than full time course load.
I dont know
I think if there were a requirement to participate in class (in discussion) more it would really facilitate better discussions about the content and topics.
A majority of the class relies on student participation and engagement which can be difficult to evoke, especially on difficult subjects as well as a post zoom/covid age. Finding a solution to that is understandably difficult.
Emphasizing participation is a part of the grade so that it isn't always the same people talking.
I think providing more interactive activities.
sometimes it was a little hard to voice an opinion that might go against the professor and class. I don't think it is the prof fault but more just sticking out
My overall experience has been great but the only thing is maybe shorter lecture time such as meeting twice a week for 50 minutes instead of once a week.
I love to learn from videos, especially when it ties into some of the concepts we learn in class. I can offer that we watch and "react" to things a bit more to get more responses and elaborate thinking in the classroom. I think it stimulates discussion a little bit more conversation!
maybe when it comes to discussions having more discussions on other opinions by different variety of bioethicist that have different ideals.
I think that the assignments and worksheets that were handed out that we were valuable. I do think that sometimes they were a lot of them and sometimes doubled up on each other. For example, the week of Thanksgiving we had to take home assignments and that's a lot to handle I think instead of having every week or so a 300 word Assignment I'd rather have a six or 800 word assignment due every three weeks said to go more in depth on a reading or to do we had an assignment that had to go over three readings. I'd rather do those and have to write more than have to do so many assignments Back to back to back.
More diverging views on the readings or literature opposing the dominant views could be helpful.
n/a. she does a really good job at keeping the information and material easy to follow and grasp throughout the entire course
The pacing of the assigned readings sometimes struggled to line up with the allotted discussion times. In most sessions we ran out of time and missed out on one or two readings. This sometimes made the class confusing in trying to remember which paper was which and feeling like some topics were under-explored.
i think if the work and the readings were spaced out more evenly it could have been helpful for this class
One could possibly be lowering the number of readings per week so that there can be more focus on specific readings. There could be maybe more in class worksheets to keep the class engaged.
The length of the class does make it difficult to stay interested throughout the time. I think it would be best to maybe do Socratic seminars and other discussion methods to get more students involved.
More active and direct encouragement and discussion about divergent viewpoints, for example directly reading clashing articles and comparing them. Talking about why someone would think a certain way and why we disagree or agree. (This would help in certain topics, not all, but would be an interesting activity to try once.)
I wish more points of view were included. There were some though, just not a lot.