Michael Ball-Blakely

Teaching Portfolio

Contents

1. Teaching Statement

Syllabus Construction

It is my belief that good teaching begins with, and is largely dependent upon, the strong foundation of a well-structured syllabus. Students' engagement with the course—their expectations, their beliefs that the course is created *for* them, and their excitement about classroom activities—is heavily informed by what they see in the syllabus.

Having watched students struggle with what some have characterized as reading lists "that are a grab bag of the professor's interests," I have worked to shape my own syllabi to avoid this. First, each reading list is constructed around one or more common threads. Some help students acquire particular skills—analyzing arguments, dissecting readings, applying the conceptual resource of *reflective equilibrium reasoning*, or learning the language of structural oppression. To this end, I often use worksheets that reinforce these skills over the term. Others are theoretical threads tying the readings together—for example, applying the language of personhood to different questions of animal and human rights; seeing the ways that structural oppression affects different groups; or evaluating the problems of consumer ethics that run through moral problems.

Second, I ensure that my syllabi reflect a changing world—both in terms of normative challenges and which authors are used to explain them. Part of this involves remembering, for example, that *contemporary* is one of the operative words in *Contemporary Moral Problems*. Students confront an ever-evolving set of normative problems, ones that do not always track those in our readings lists. Because of this, I have incorporated issues in disability studies, neuroethics, consumer ethics, class and structural oppression, and migration to keep the class evolving to fit the climate in which our students are living. The other part of this is remembering that many voices have been excluded from philosophy. Seeking out authors with identities and lived experiences that differ from privileged academics, including looking in disciplines adjacent to philosophy, is an important way of ensuring that these issues are also *talked about* in a way that tracks the lived experiences and backgrounds of our students.

Classroom Pedagogy

The syllabus sets the stage for the classroom dynamics that I seek to inculcate. First, I believe that continually revisiting and reapplying the skills and conceptual resources from the beginning of the semester is a vital tool both for ensuring that students learn the material *and* giving them the comfort to engage in the classroom. Just as they can latch onto these connections when doing the reading or reflecting upon what they have learned in the course, so too can they use them as a life raft in the classroom. This is particularly important for those students who have anxieties about participation. Second, having readings that are both clearly connected to one another and to issues in their lives gives students material that they care about—or can more readily come to care about—and want to learn more about with and from their peers.

Third, bringing to bear a diversity of backgrounds and disciplines primes students to see the value of embodied and perspectival knowledge. When students see the significance of embodied perspectives and local knowledge in the readings, they often feel more comfortable sharing their own lived experiences in class. This is also facilitated by a commitment to using my life and background in teaching. I use my educational and class background to explain some of the ideas from the readings, giving students a tangible example of, for example, issues in healthcare, homeschooling, poverty, and social status. This also plays a second role in the classroom—it helps show them that their own anxieties and struggles are not unique and are shared by their instructor. I have found that this also serves to even out the classroom, creating a more interpersonally engaging and vibrant learning environment.

Fourth, I aim to empower students to lead the conversation with three related strategies. First, through online teaching I have seen the value in separating lectures from discussions. Many students are uncomfortable interjecting when discussion flows from, and must fit within, the lecture. I have found that students—especially those less disposed to participate—engage at much higher levels, and with much more cross-student interaction, when discussions are clearly demarcated. Second, having reading quizzes before each discussion ensures that student have read and thought about the material in advance, helping guarantee more robust and widespread engagement. And third, trusting students to truly lead the discussion, rather than being explicitly guided by me, has increased the depth and breadth of participation. For example, during each of the last two summer courses I have prepared by creating a list of discussion topics with nesting questions and connections to the course that we can pursue. However, rather than beginning with these, making students still feel that they are participating in *my conversation* and following *my threads*, I have started each meeting by having them raise *their* concerns, note the connections *they* find interesting, and asking *their* questions. Over the last two terms—covering nearly forty hour-long meetings—I have only had to step in and raise my discussion questions a handful of times. Students have consistently used the space provided to engage with the text, with one another, and with the broader normative issues surrounding the topic. And, importantly, many of the points that I had prepared to raise arise naturally in our discussion.

Online Teaching

Online teaching is new territory, but I deployed strategies in recent courses that I found fruitful and want to develop going forward, including for in-person classes. First, I used a hybrid synchronous and asynchronous structure. I pre-record 40-minute to 1-hour lectures for each reading, making each video available at the start of the term. I allow students to watch these whenever they want, but I also give them the first hour of every class meeting to watch them on "class time." I then give them a 10-minute canvas quiz on the lecture and reading, followed by a 1-hour discussion section. This time is for them to engage with the material together, asking questions, talking to their peers, and building connections to other normative problems. Not only did the students love the hybrid nature of the course—and were especially enthusiastic about the pre-recorded lectures— they also participated more than in any course I have ever been involved in.

This structure is something that I look forward to workshopping for in-person teaching. Separating lectures and discussions—and potentially having pre-recorded lectures and using in-person meetings solely for discussions—can serve to reduce barriers to both teaching and learning for underrepresented populations. First, teachers can benefit, as live in-person lectures can serve to advantage those from privileged backgrounds and with privileged identities. Confidence, "witty" delivery, a lack of speech impediments, etc. can all affect how live lectures are perceived. Pre-recorded lectures permit editing, re-recording, the use of hidden notes, and other strategies that can help smooth over these inequalities. Second, this strategy has had benefits for students as well. Having access to pre-recorded lectures before the discussion can help students who are similarly from non-privileged backgrounded or who have marginalized identities. Students in my class have consistently noted that they are able to engage more fruitfully and fully with pre-recorded material. They can slow down, speed up, pause, and replay material. They can also prepare their thoughts in advance, writing down questions and thinking of how they want to frame them. Philosophy is not just for the "quick-witted," or those whose thoughts are immediately birthed fully formed. Making classrooms more accessible learning environments for a variety of learning styles is a vital goal, one that might be promoted through this strategy.

Second, I have tried to develop a variety of ways for students to participate. Anxiety about talking in class is a serious issue for in-person classes but is much more pronounced online. Because of this, I made explicit that participation credit can be achieved by: (a) talking in class, (b) talking to me before or after class, (c) posting on discussion boards (I made one for each reading), (d) emailing me to chat about the material, and (e) coming to office hours. While participation was lively and widely dispersed in class, those who were uncomfortable talking on Zoom had opportunities outside of class to receive credit, facilitating a variety of conversations between students. Moreover, by beginning class by asking for student questions—something that *often* took up the entire period—they were able to initiate the conversation at a relatively low level, focusing on what troubled or confused them, before the responses (by myself as well as their fellow students) elevated the discourse and connected it to other issues.

2. List of Courses Taught

  a. **Solo Teaching**
    i. **University of Washington**
      1. Phil 102: Cont. Moral Problems.
        a. Summer 2020 (Online)
        b. Summer 2021 (Online)

    ii. **University of Tennessee**
      1. Phil 252: Cont. Moral Problems
        a. Spring 2015, Summer 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018, Fall 2018.
      2. Phil 340: Ethical Theory
        a. Summer 2016

b. Teaching Assistant
    i. University of Washington
   1. Phil 100: Intro to Phil
            a. Winter 2012, Michael Rosenthal
            b. Fall 2013, Andrea Woody
        2. Phil 102: Cont. Moral Problems
            a. Fall 2011, Michael Blake
            b. Spring 2013, Adam Moore
        3. Phil 114: Phil Law
            a. Spring 2020, Bill Talbott (Online)
        4. Phil 115: Practical Reasoning
            a. Spring 2014, Ann Baker (Online)
        5. Phil 207: Global Justice
            a. Winter 2013, Bill Talbott and Michael Blake
            b. Winter 2014, Bill Talbot
            c. Fall 2021, Bill Talbott
        6. Phil 240: Introduction to Ethics
            a. Spring 2019, Jean Roberts
        7. Phil 242: Intro to Medical Ethics
            a. Fall 2019, Sara Goering
            b. Spring 2020, Carina Fourie (Online)
        8. Phil 243: Environmental Ethics
            a. Winter 2020, Steve Gardiner
        9. Phil 338: Human Rights
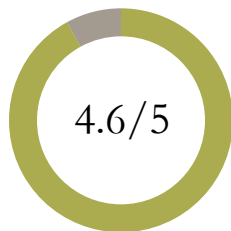   a. Fall 2012: Bill Talbott

    ii. University of Tennessee
        1. Phil 340: Ethical Theory
            a. Fall 2014, Kristina Gehrman.
        2. Phil 252: Cont. Moral Problems
            a. Fall 2016, Adam Cureton.
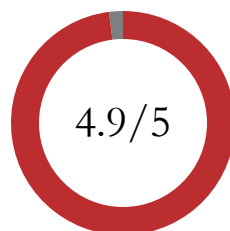
3. Student Evaluations (Quantitative)

a. Solo Teaching Summary Charts[1]
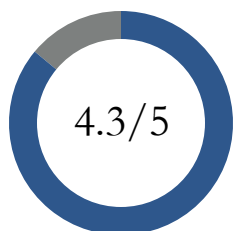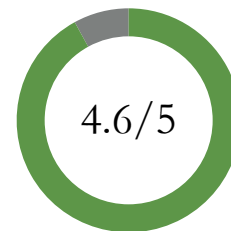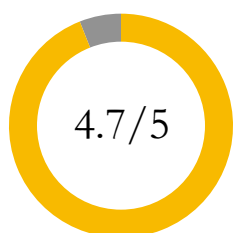
4.3/5	4.6/5	4.9/5	4.6/5
1) The course as a whole was:	2) The course content was:	3) The instructor's contribution was:	4) The instructor's effectiveness at teaching:

4.7/5	4.9/5	4.9/5	4.6/5
5) Explanations by instructor were:*	6) Student's confidence in instructor's knowledge was:*	7) Encouragement given to students to express themselves was:*	8) Amount you learned in this course was:
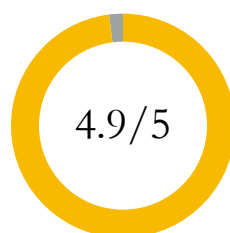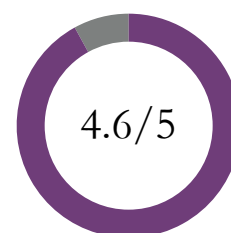
b. Solo Teaching Full Quantitative Chart [2] [3]

Evaluation Question	Course (Number, Term, Year)	Median
1. The course as a whole was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.2 4.4 **4.3**

---

[1] Due to a change in evaluation questions for the Summer 2021 online courses, I was only able to replicate date for questions 1-4 and 8. I added asterisks to questions 5-7 to reflect that they are only including data from Summer 2020.

[2] For Summer 2021, UW created a new evaluation for online courses. Many of the questions were new and so I was unable to provide full data for the chart above. I have reflected this by putting "N/A" when there was inadequate overlap between questions to accurately incorporate the data.

[3] Questions 5-9 are graded out of 7, with a '7' reflecting "Much Higher" and '1' indicating "Much Lower" than usual. The rest of the questions are out of 5, with a '5' meaning "Excellent" and '1' "Very Poor."

2. The course content was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 4.4 **4.6**
3. The instructor's contribution to the course was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.9 4.8 **4.9**
4. The instructor's effectiveness in teaching the subject matter was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 4.4 **4.6**
5. Did you expect your grade in this course to be:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 4.5 **4.7**
6. The intellectual challenge presented was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	5.6 5.5 **5.6**
7. The amount of effort you put into this course was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	5.3 5.0 **5.2**
8. The amount of effort to succeed in this course was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	5.7 4.8 **5.3**
9. Your involvement in the course (doing assignments, attending classes, etc.) was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	5.6 4.5 **5.1**
10. Course organization was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.7 4.3 **4.5**
11. Clarity of instructor's voice was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.9 N/A **4.9**
12. Explanations by instructor were:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.7 4.7 **4.7**
13. Instructor's ability to present alternative explanations when needed was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.7 N/A **4.7**
14. Instructor's use of examples & illustrations was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.7 N/A **4.7**
15. Quality of questions or problems raised by the instructor was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.9 N/A **4.9**

16. Student confidence in instructor's knowledge was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.9 N/A **4.9**
17. Instructor's enthusiasm was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.9 N/A **4.9**
18. Encouragement given students to express themselves was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.9 N/A **4.9**
19. Answers to student questions were:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 N/A **4.8**
20. Availability of extra help when needed was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 4.6 **4.7**
21. Use of class time was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 N/A **4.8**
22. Instructor's interest in whether students learned was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 N/A **4.8**
23. Amount you learned in this course was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.7 4.4 **4.6**
24. Relevance and usefulness of course content was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 N/A **4.8**
25. Evaluative & grading techniques (tests, papers, projects, etc.) were:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.4 4.5 **4.5**
26. Reasonableness of assigned work was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.0 4.2 **4.1**
27. Clarity of student responsibilities & requirements was:	Phil 102, Sum 2020 Phil 102, Sum 2021 **Mean**	4.8 4.2 **4.5**

c. Teaching Assistant Summary Charts

4.7/5

1) The course as a whole was:

4.7/5

2) The course content was:

4.8/5

3) The QSI's contribution to the course was:

4.8/5

4) The QSI's effectiveness at teaching the course material was:

4.7/5

5) Explanations by the QSI were:

4.8/5

6) Student's confidence in QSI's knowledge was:

4.8/5

7) Encouragement given to students to express themselves was:

4.6/5

8) Amount you learned in this quiz section was:
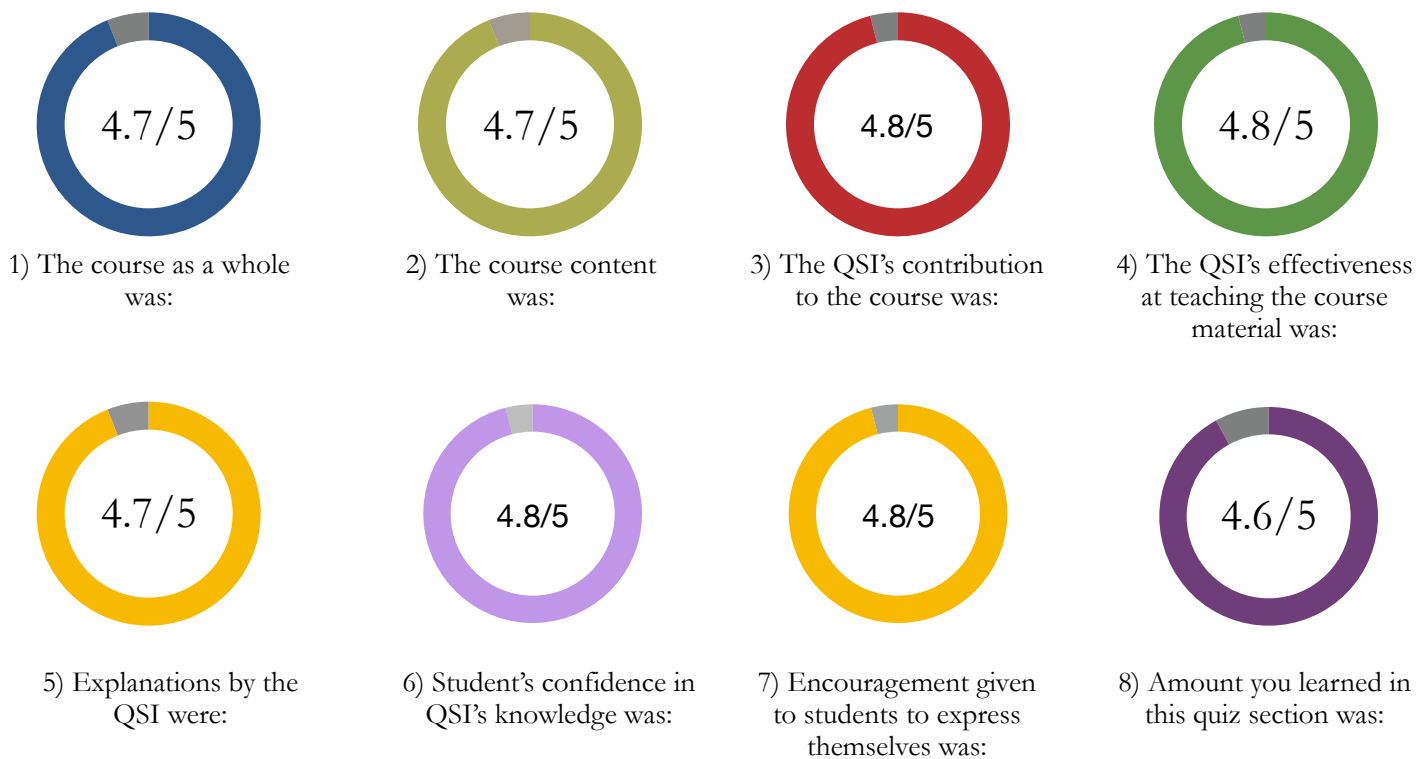
d. Teaching Assistant Full Quantitative Chart

Evaluation Question	Course (Number, Term, Year)	Median
1. The course as a whole was:	Phil 114AA, Spr 2020	4.7
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.6
	Phil 243AC, Win 2020	4.6
	Phil 242AA, Spr 2021	4.6
	Phil 242AB, Spr 2021	4.8
	Mean	**4.7**
2. The content of the quiz section was	Phil 114AA, Spr 2020	4.5
	Phil 114AB, Spr 2020	5.0
	Phil 243AA, Win 2020	4.6
	Phil 243AC, Win 2020	4.6
	Phil 242AA, Spr 2021	4.6
	Phil 242AB, Spr 2021	4.7
	Mean	**4.7**

3. The quiz section instructor's contribution to the course was:	Phil 114AA, Spr 2020	4.8
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.6
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.9
	Phil 242AB, Spr 2021	4.9
	Mean	**4.8**
4. The quiz section instructor's effectiveness in teaching the subject matter was:	Phil 114AA, Spr 2020	4.7
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.6
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.8
	Phil 242AB, Spr 2021	4.9
	Mean	**4.8**
5. Did you expect your grade in this course to be	Phil 114AA, Spr 2020	4.2
	Phil 114AB, Spr 2020	4.3
	Phil 243AA, Win 2020	4.8
	Phil 243AC, Win 2020	4.2
	Phil 242AA, Spr 2021	4.8
	Phil 242AB, Spr 2021	5.4
	Mean	**4.6**
6. The intellectual challenge presented was:	Phil 114AA, Spr 2020	5.5
	Phil 114AB, Spr 2020	5.8
	Phil 243AA, Win 2020	5.0
	Phil 243AC, Win 2020	5.2
	Phil 242AA, Spr 2021	5.1
	Phil 242AB, Spr 2021	5.2
	Mean	**5.3**
7. The amount of effort you put into this course was:	Phil 114AA, Spr 2020	5.0
	Phil 114AB, Spr 2020	5.8
	Phil 243AA, Win 2020	4.1
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.9
	Phil 242AB, Spr 2021	5.5
	Mean	**5.0**
8. The amount of effort to succeed in this course was:	Phil 114AA, Spr 2020	5.2
	Phil 114AB, Spr 2020	6.0
	Phil 243AA, Win 2020	4.4
	Phil 243AC, Win 2020	5.5
	Phil 242AA, Spr 2021	5.0
	Phil 242AB, Spr 2021	5.0
	Mean	**5.2**
9. Your involvement in the course (doing assignments, attending classes, etc.) was:	Phil 114AA, Spr 2020	5.2
	Phil 114AB, Spr 2020	5.8
	Phil 243AA, Win 2020	4.1
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.9
	Phil 242AB, Spr 2021	5.8
	Mean	**5.1**

10. Explanations by the QSI were:	Phil 114AA, Spr 2020 Phil 114AB, Spr 2020 Phil 243AA, Win 2020 Phil 243AC, Win 2020 Phil 242AA, Spr 2021 Phil 242AB, Spr 2021 **Mean**	4.7 4.7 4.6 4.8 4.6 4.7 **4.7**
11. QSI's use of examples & illustrations was:	Phil 114AA, Spr 2020 Phil 114AB, Spr 2020 Phil 243AA, Win 2020 Phil 243AC, Win 2020 Phil 242AA, Spr 2021 Phil 242AB, Spr 2021 **Mean**	4.7 4.7 3.9 4.8 4.7 4.8 **4.6**
12. Quality of questions or problems raised by the QSI was:	Phil 114AA, Spr 2020 Phil 114AB, Spr 2020 Phil 243AA, Win 2020 Phil 243AC, Win 2020 Phil 242AA, Spr 2021 Phil 242AB, Spr 2021 **Mean**	4.7 4.7 4.2 4.8 4.7 4.4 **4.6**
13. QSI's enthusiasm was:	Phil 114AA, Spr 2020 Phil 114AB, Spr 2020 Phil 243AA, Win 2020 Phil 243AC, Win 2020 Phil 242AA, Spr 2021 Phil 242AB, Spr 2021 **Mean**	4.7 4.9 4.6 4.6 4.9 4.9 **4.8**
14. Student confidence in QSI's knowledge was:	Phil 114AA, Spr 2020 Phil 114AB, Spr 2020 Phil 243AA, Win 2020 Phil 243AC, Win 2020 Phil 242AA, Spr 2021 Phil 242AB, Spr 2021 **Mean**	4.9 4.7 4.6 4.9 4.8 4.9 **4.8**
15. Encouragement given students to express themselves was:	Phil 114AA, Spr 2020 Phil 114AB, Spr 2020 Phil 243AA, Win 2020 Phil 243AC, Win 2020 Phil 242AA, Spr 2021 Phil 242AB, Spr 2021 **Mean**	4.7 4.9 4.8 4.8 4.7 4.7 **4.8**
16. Answers to student questions were:	Phil 114AA, Spr 2020 Phil 114AB, Spr 2020 Phil 243AA, Win 2020 Phil 243AC, Win 2020 Phil 242AA, Spr 2021 Phil 242AB, Spr 2021 **Mean**	4.8 4.9 4.6 4.8 4.7 4.4 **4.7**

17. Interest level of quiz sections was:	Phil 114AA, Spr 2020	4.7
	Phil 114AB, Spr 2020	4.7
	Phil 243AA, Win 2020	4.2
	Phil 243AC, Win 2020	4.6
	Phil 242AA, Spr 2021	4.4
	Phil 242AB, Spr 2021	4.5
	Mean	**4.5**
18. QSI's openness to student views was:	Phil 114AA, Spr 2020	4.8
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.8
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.8
	Phil 242AB, Spr 2021	4.8
	Mean	**4.8**
19. QSI's ability to deal with student difficulties was:	Phil 114AA, Spr 2020	4.8
	Phil 114AB, Spr 2020	4.7
	Phil 243AA, Win 2020	4.8
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.6
	Phil 242AB, Spr 2021	4.7
	Mean	**4.7**
20. Availability of extra help when needed was:	Phil 114AA, Spr 2020	4.8
	Phil 114AB, Spr 2020	4.7
	Phil 243AA, Win 2020	4.6
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.6
	Phil 242AB, Spr 2021	4.7
	Mean	**4.7**
21. Use of quiz section time was:	Phil 114AA, Spr 2020	4.0
	Phil 114AB, Spr 2020	4.7
	Phil 243AA, Win 2020	3.9
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.4
	Phil 242AB, Spr 2021	4.7
	Mean	**4.4**
22. QSI's interest in whether students learned was:	Phil 114AA, Spr 2020	4.8
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.6
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.7
	Phil 242AB, Spr 2021	4.6
	Mean	**4.7**
23. Amount you learned in the quiz sections was:	Phil 114AA, Spr 2020	4.7
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.2
	Phil 243AC, Win 2020	4.5
	Phil 242AA, Spr 2021	4.5
	Phil 242AB, Spr 2021	4.6
	Mean	**4.6**

24. Relevance & usefulness of quiz section content were:	Phil 114AA, Spr 2020	4.7
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.2
	Phil 243AC, Win 2020	4.6
	Phil 242AA, Spr 2021	4.6
	Phil 242AB, Spr 2021	4.6
	Mean	**4.6**
25. Coordination between lectures & quiz sections was:	Phil 114AA, Spr 2020	4.7
	Phil 114AB, Spr 2020	4.7
	Phil 243AA, Win 2020	4.6
	Phil 243AC, Win 2020	4.5
	Phil 242AA, Spr 2021	4.8
	Phil 242AB, Spr 2021	4.6
	Mean	**4.7**
26. Reasonableness of assigned work for quiz section was:	Phil 114AA, Spr 2020	4.5
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.0
	Phil 243AC, Win 2020	4.6
	Phil 242AA, Spr 2021	4.7
	Phil 242AB, Spr 2021	4.7
	Mean	**4.6**
27. Clarity of student responsibilities & requirements was:	Phil 114AA, Spr 2020	4.7
	Phil 114AB, Spr 2020	4.9
	Phil 243AA, Win 2020	4.6
	Phil 243AC, Win 2020	4.8
	Phil 242AA, Spr 2021	4.7
	Phil 242AB, Spr 2021	4.7
	Mean	**4.7**

4. Teaching Observations

a. Faculty – Bill Talbott

"On July 6, 2020 I observed a session of Michael's PHIL 102, Contemporary Moral Problems, which was taught remotely with Zoom. Before the class session, I had an opportunity to review Michael's syllabus. It is very well-designed and very thorough.

Michael is teaching the course as a hybrid. He pre-records the lectures and has the students view them before class. The class starts with a ten-minute quiz in Canvas on the day's reading and on the pre-recorded lecture. After the quiz, there is a one-hour discussion session. So the total class time of two hours is roughly divided into a 50-minute pre-recorded lecture, a 10-minute quiz, and an one-hour discussion.

The assigned reading for July 6th was a chapter from Brian Barry on education and equal opportunity. In preparation for the class session, I watched Michael's pre-recorded lecture and previewed the quiz.

In the lecture Michael began by reminding the students of Rawls's principle of fair equality of opportunity. The Barry chapter is an application of Rawls's principle. Barry will argue that it requires radical changes in society if citizens are to deserve their life prospects, or, alternatively, if they are to be responsible for what they become. Michael referred to this as *responsibility for outcomes*.

One key idea of Barry's argument is that if people are to be responsible for an outcome, they must be responsible for the prerequisites for attaining it. But no one is responsible for their parents, their race, their

family wealth, etc. These are all matters of social luck. So for people to be responsible for an outcome, social luck must not affect their life prospects.

Barry considers two possibilities. One is naïve egalitarianism: Everyone has an equal chance for hiring or admissions. Barry rejects this alternative for the same reason that Rawls rejects naïve egalitarianism. There is a potential for everyone to be better off when hiring and admissions are based on merit.

Barry's second possibility is that everyone has an equal chance of gaining the relevant qualifications and those with equal qualifications have an equal chance of being hired or being admitted. Barry favors this alternative. He would require equal educational attainment at 18 years of age. This is Barry's main requirement for achieving fair equality of opportunity (FEO).

At this point in the lecture, Michael moved from more abstract considerations to discussing real world barriers to FEO. He discussed three categories:

1. Prenatal

Prenatal health care, nutrition, and exposure to toxins.

2. Early Infancy and Child Development

He gave example of different advantages even before beginning school—for example, that, on average, children in professional households hear about 2150 words per hour; children in working class households about 1250 words per hour; and children in welfare households about 620 words per hour.

3. Education

He gave examples of how higher income leads to more educational advantages. Michael used himself as an example of educational disadvantage. He came from a poor household. He said he was a "hillbilly". He left school after 8th grade. He had to do a lot of work on his own to be able to eventually qualify for college and then graduate school in philosophy.

Michael had an extensive discussion of how private schools, tutoring, and other factors have become part of an educational arms race. Those with greater income and wealth have much greater advantages. This is one example of how social luck affects outcomes. In class, we will discuss potential solutions to this arms race in education.

After watching the lecture I previewed the quiz. It consisted of four questions that tested for whether the students had done the reading and watched the lecture.

In class, Michael reminded the students that they will be graded on their 15 best quiz scores (out of 18). Each of the 15 best quiz scores will count as 2% of their grade.

Then he made an announcement about the papers that were due that morning at 9 am. Not all the students had submitted their papers. Then he opened up the discussion of the Barry chapter and lecture.

Grace took up the question of private schools. But she gave it a twist. She asked about religious schools. Is there a conflict between FEO and religious liberty?

Michael picked up on this question and asked whether there is a way of resolving this kind of conflict. He suggested that it is an example of a more general conflict—between FEO and the rights of parents to determine their chidren's education.

Michael pointed out that Rawls gives lexical priority to the liberty principle, which includes religious liberty? Then he asked: Does the right to religious liberty guarantee a right religious schooling?

Suchi asked a further question: Would parents be allowed to home school? Would they be allowed to provide private tutors for their children?

Michael then mentioned that Rawls raises the question of whether justice would require abolishing the family.

Ethan: Everyone could go to public schools. Religious teaching could be done outside of school.

Jake: There will always be some sort of preferential treatment as long as there are private institutions.

Jungmin: Is the only solution to abolish families?

Michael: It seems as though every step we take leaves in place other opportunities for educational inequality.

What if all families had equal wealth?

Vivian: What about opportunities to play musical instruments or to play sports. Would those opportunities also have to be equal?

Nikki: Barry has a cut-off for educational attainment at age 18. Is equalizing educational attainment through age 18 sufficient? What about inequalities in college education?

This is a summary of the discussion from the first twenty minutes or so of the discussion session. The remainder of the session was equally engaging. The discussion covered many other sources of inequality, including:

(1) issues of zoning and NIMBYism.
(2) wealth and influence on elections
(3) equalizing wealth
(4) nutrition and food deserts
(5) education for students with special needs or different learning styles
(6) some teachers are better teachers than others
(7) inequality (relative) vs. poverty (understood non-relatively)

Michael ended the session by reminding the students that there are two parts to FEO: (1) careers open to talents; and (2) ability to develop talents does not depend on social luck. Barry focuses on (2). Later in the course, the class will discuss (1) when they do the Harrison and Ryan reading. This includes biases in employment hiring and university admissions and also the biases in standardized tests.

I hope it is clear that Michael is teaching an excellent class. The reading for this class ramified in a large number of directions and was the basis for discussion of a large number of issues of social justice. There is lots of student engagement. The students raise interesting questions, many of which I would not have predicted. So the students are determining to a significant extent, the content of the class discussions.

I should also mention something that I would not have known if Michael had not TAed for me in three other courses. His students love him. This is no exaggeration. In one class, they baked him a birthday cake. Part of the reason is that he makes his classes personal. For example, as I mentioned above, he called himself a "hillbilly". In his sections he is open with the students about his very different background. They respond very positively to his openness.

Michael is doing a great job as an Instructor. He should be a top candidate for our graduate student teaching prize."

b. Peer 1 – Linds Whittaker

Class Observation Report

Date: July 15, 2020
_____

Person Observed: Michael Ball Blakley
_____

Observer/Visitor: Lindsay Whittaker
_____

Course and Section (if applicable): PHIL 102
_____

Lesson Topics Presented: Brain Drain
_____

The observer met with the instructor on _____7/08_____ to discuss the course and the special goals of the session to be visited.

1. Method of presentation, including use of blackboard and other teaching aids.

Michael utilizes pre-recorded lectures paired with a canvas quiz in order to allow students to properly engage with and learn the material prior to attending a "discussion" section during the regular class time. By doing so, Michael seeks to flip the classroom and make the time on Zoom more interactive and geared towards opening a space for students to learn more about the specific topic at hand, apply their understanding to other examples that they or Michael bring into the course, and to seek clarification about any areas of the arguments they find to be in need of redress. For this particular topic, Michael also opened up a space for students to submit videos that their colleagues and Michael can look at the exemplify the topics being taught in the course.

As to the actual method of presentation, on the day in question Michael began with an overview of the earlier lecture and the content of the class for the day. Specifically, he reiterated the claims from the reading on brain drain by Ferracioli and De Lora. He then kicked the reading back to the students for them to review pieces by filling in gaps in the explanation and opened up a space for students to ask clarificatory question or add their own thoughts. All in all 16/22 students attended class on the day that I observed and all of the students present showed active engagement in their questions, responses, and contributions to the topic including asking fairly deep questions about a distinction between ideal vs non-ideal theory and the down-stream impacts on vocation selection if coercive restrictions were implemented.

2. Voice, vocabulary, mannerisms
Michael's voice was clear and easy to understand over zoom. He explained concepts and ideas at hand and responded to students' questions exceedingly well including furnishing clarifying questions in a way that was understandable and relatable to the students in the classroom.

3. Quality of presentation, including apparent preparation, evident interest in subject matter, degree of organization, and ability to adapt concepts to the level of the course.

The actual pre-recorded presentation/lecture for the class I attended was well structured, clearly elucidated the points that would be important for understanding the overall topic at hand (brain drain), and showed the import of that topic for key populations including medical professionals. During the synchronous component Michael illustrated an ability to bring the topic back to the students and the areas/topics they were more familiar with, including having them reflect on how the conversation may be different if it had occurred within a US context, In doing so he was able to ground the student's understanding of the topic and challenge them to go deeper into the material.

The overall approach and utilization of synchronous and asynchronous modules paired with the quiz check was effective for presenting the material at hand, encouraging student engagement, and for capitalizing on the new Zoom university experience.

4. Breadth and depth of content mastery

Given that this is a topic Michael has spent a significant time writing and talking about, it was clear that he had the content mastered. As such he was able to deliver the material in an accessible way that maintained engagement and interests of students from various backgrounds

5. Student interest and involvement, including the nature of the instructor's interaction with students.

The students were actively engaged during the synchronous portion of the class and asked appropriate questions which both illustrated their understanding of the material and opened up spaces for deeper dialogue. After each student asked their question, Michael held space for other students to contribute their own understanding before furnishing an answer or point of clarification the initial question. He was also able at times to kick the question back to the student with additional context or an example and in doing so

showed active engagement with the students' ideas and their contributions as knowers in the intellectual space. Furthermore, he also showed how additional questions could be raised from the questions, concerns, and critiques the students themselves raised in the context of the reading and in doing so illustrated that the students themselves had the capacity to critically evaluate and engage with these types of topics.

6. **Visitor's rating of the content and quality of the course syllabi, including course requirements, grading scale, examination and other methods of evaluation used by the instructor (IF APPLICABLE)**

N/A

7. **Visitor's overall rating of the teaching effectiveness of the instructor.**

Michael did a rad job at facilitating a conversation about brain drain in an accessible and engaging way. Given that the topic is something he specializes in to a certain extent, it was impressive that he was able to keep it at the right level for all learners in the space while also adapting to the needs of a distant learning quarter during summer term.

c. Peer 2 – Paul Tubig

Class Observation Report

Date: Thursday, July 9, 2020

Person Observed: Michael Ball-Blakely

Observer/Visitor: Paul Tubig

Course and Section (if applicable): PHIL 102

Lesson Topics Presented: Reading on Ferracioli and De Lora, "Medical Brain Drain and the Duty to Stay

The observer met with the instructor on _**Thursday, July 09, 2020**_ to discuss the course and the special goals of the session to be visited.

1. Method of presentation, including use of blackboard and other teaching aids.
    a. **Recorded lectures**. Michael's primary mode of presenting class material is through recorded lectures. His lectures are approximately 30 minutes long and he uses PowerPoint slides to explain the main ideas and arguments of the assigned the reading. In the class session that I observed, Michael was going over an article by Ferracioli and De Lora, entitled "Medical Brain Drain and the Duty to Stay."

    b. **Zoom Discussion sections.** Prior to the Zoom discussion section, students are expected to do the assigned readings, watch the recorded lecture, complete a short reading quiz, and contribute to the Canvas discussion board by sharing their thoughts on the reading or the issues it raised. The Zoom discussion section involved students joining class live to have a discussion on the assigned reading. The discussion was managed in a very unique but

effective way, where students raised questions that were directed at Michael. Michael would then address these questions clearly, thoroughly, and most importantly, empathetically. Michael also asked probing questions to stimulate conversation, and students raising their virtual hand to be in the queue to participate. The participation, at first blush, seemed limited to students only talking to Michael and not to each other, which seemed to restrict the scope of the conversation. But this effectively kept the discussion orderly in a virtual environment that could easily become disorderly, allowing students to ask questions for clarification, sharing their ideas, and Michael providing attention to their queries, validation of their perspectives, and space to engage their questions and perspectives adequately.

2. Voice, vocabulary, mannerisms
   a. **Voice.** Michael has a clear, confident voice. This was clearly demonstrated not only in the recorded lectures, but also in the Zoom discussion sections.

   b. **Vocabulary.** Michael's vocabulary was accessible. The only complicated vocabulary that he used were the concepts raised in the readings and introduced in prior classes, such as Rawls's fair equality of opportunity principle. But the students were quite comfortable with the moral language, and some of them using it themselves. I took this as a testament to Michael's effective teaching.

3. Quality of presentation, including apparent preparation, evident interest in subject matter, degree of organization, and ability to adapt concepts to the level of the course.

   It was very evident that Michael thoroughly prepared for the class session. Again, each class session involves a number of complementary components, such as a recorded lecture, quiz, a discussion board with an issue raised about the reading, and a subsequent Zoom discussion. Each of these components were carefully and thoughtfully designed, especially the recorded lecture.

   Michael clearly demonstrated an interest in the subject matter. I was aware beforehand that one of Michael's research interest is in the ethics of the brain drain. But his enthusiasm was especially palpable in the Zoom discussion sections as he engaged with the queries and perspectives of his students. Also, Michael's interest was demonstrated in his breadth of knowledge of the content.

   Michael's class has a clear structure and the students seemed to understand it and navigate it well. As noted earlier, one of the more impressive components of his class in terms of organization is the Zoom discussion section. It was well-managed and students abided by a set of discussion norms that allowed for greater participation of students. There were approximately 12 students and most of them raised very good questions or points, and were respective of giving space for others to speak.

4. Breadth and depth of content mastery

   As I noted in my earlier responses, Michael clearly demonstrated breadth and depth of content mastery. This was obviously exemplified in his recorded lecture on the assigned reading, and further on display in his engagement with his students. Michael addressed each question pertaining to the content of the reading thoroughly.

5. Student interest and involvement, including the nature of the instructor's interaction with students.

   Given the apparent difficulty of the assigned reading, I was extremely impressed by the students' interest and involvement in the reading and discussion. The students were engaged and even employed various moral concepts introduced in previous class sessions, like the principles in John Rawls's political theory. They were doing philosophy at a high level, and many of them doing it with enthusiasm. Michael had a great rapport with students, as demonstrated in their easiness to ask

various questions and Michael knowing their names comfortably. They were receptive to his feedback.

6. Visitor's rating of the content and quality of the course syllabi, including course requirements, grading scale, examination and other methods of evaluation used by the instructor (IF APPLICABLE)

7. Visitor's overall rating of the teaching effectiveness of the instructor.

    I think Michael is an outstanding instructor! He puts a lot of work in making the material accessible to his students by means of careful recorded instructions and constructive Zoom discussion sections. He also puts a lot of care in encouraging students to ask questions and share their perspectives. One of the aims of being a great instructor is to clarify the material and address students' concerns and questions. Michael did this superbly. This signals to me that Michael cares for the success of his students. He takes seriously his role as a teacher with the responsibility of educating his students effectively and equipping them with the concepts and skills to think critically about contemporary moral problems.

5. Sample Syllabus (Phil 102, Summer 2020—Online)

Philosophy 102: Contemporary Moral Problems
Summer 2020 - M/T/W/Th/F 9:40 – 11:50 (Zoom ID 657 098 0974)

Instructor: Michael Ball-Blakely   **Email**: mbblake1@uw.edu
Office Hours: Thursday 12:30-2:30

Course Description:
In the first part of the course, we will consider ways of reasoning about morality. And we will use these tools to look at two prominent moral problems: animal rights and abortion. One goal will be to become familiar with reasoning about applied problems in moral philosophy. A second goal is to understand rights and what to do when they conflict.

In the second part of the course, we will look at one type of problem that has often been ignored or misunderstood: structural oppression. We will use Iris Marion Young's Five Faces of Oppression as an explanation of the concept, and then will spend the rest of the semester looking into different forms of oppression. We will discuss class, immigration, and race, looking at how these issues intersect and involve elements of structural oppression. While one of the main goals of this section will be learning the language of structural oppression and learning to use it as a lens through which to see problems in the world, we will also have discussions throughout as to what we ought to do in response.

You will leave this course with a better handle on 1) how to reason about moral problems; 2) the nature of rights, how rights are generated, what rights mean, and what

to do when rights conflict; and 3) what exactly structural oppression is and how to figure out what obligations we have to remedy or prevent it from occurring.

Course Requirements and Grading:
> **Class Participation:** You are expected to regularly attend & respectfully participate. Come having carefully done the reading, watched the lecture, & ready to contribute. **15%.**
> **Short Paper:** You will write a 4-page paper on rights and personhood, extending the analysis to a topic other than animal rights or abortion. **Due 07/06 15%.**
> **Final Paper Draft**: You will submit an introduction and outline (or full draft) of your final paper and participate in the in-class peer review session. **Due 07/16 10%.**
> **Final Paper:** You will write a 6-page paper *either* socioeconomic class *or* on structural oppression, migration, and the brain drain. **Due 07/22**. **30%**
> **Quizzes:** We will have daily quizzes on the reading and lecture. These will be multiple choice and True/False. **30%.**

Required Texts: None. All readings will be available on Canvas.

Summer 102 Reading

Date	Topic	Reading
06/22	Moral Reasoning	Barbara MacKinnon - Ethical Reasoning
06/23	Moral Reasoning	John Rawls - Outline of a Decision Procedure for Ethics
06/24	Animals & Personhood	Alistair Norcross - Puppies, Pigs, & People
06/25	Animals & Personhood	Mary Anne Warren - Human Rights & Animal Rights
06/26	Abortion & Personhood	Judith Jarvis Thomson - A Defense of Abortion
06/29	Abortion & Personhood	Don Marquis - Why Abortion is Immoral
06/30	Justice as an Ideal	John Rawls – Selections from Justice as Fairness
07/01	Structural Oppression	Iris Marion Young - Five Faces of Oppression
07/02	Class Defined	Erik Olin Wright - Class Counts
07/03	**No Class**	**No Class**
07/06	Class & Equal Opp. **(Paper 1 Due)**	Brian Barry - Education and Equal Opportunity

Date	Topic	Reading
07/07	Class & Workplace Control	Elizabeth Anderson - Private Government
07/08	Class & Migration	Lucas Stanczyk - Productive Justice
07/09	Migration & The Brain Drain	Ferracioli & De Lora – Medical Brain Drain
07/10	**No Class**	**No Class**
07/13	Migration & Domination	Iseult Honohan - Domination & Migration
07/14	Migration & Group-based Denigration	Amy Reed Sandoval - Deportations as Theaters of Inequality
07/15	Migration, Race, & Class	A. Sivanandan - Race, Class, & the State
07/16	Race, Wealth, & Reparations **(Draft Due)**	Ta Nehisi Coates - The Case for Reparations
07/17	**No Class**	**No Class**
07/20	Race & Mass Incarceration	Michelle Alexander – The Color of Justice
07/21	Race & Policing	Michelle Alexander – The New Jim Crow
07/22	Race & EO **Paper 2 Due**	Harris & Narayan - Affirmative Action as EO

Information For Students

UNIVERSITY OF WASHINGTON, DEPARTMENT OF PHILOSOPHY

POLICIES AND RESOURCES

Academic Misconduct

Academic misconduct, including plagiarism, is prohibited by the Student Conduct Code for the University of Washington and is taken very seriously by the UW. According to the student conduct code, academic misconduct includes:

1. "Cheating" which includes, but is not limited to:
    a. The use of unauthorized assistance in taking quizzes, tests, or examinations, or completing assignments;
    b. The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s);

>   c. Using online sources, such as solution manuals, without the permission of the instructor to complete assignments, exams, tests, or quizzes; or
>
>   d. Requesting, hiring, or otherwise encouraging someone to take a course, exam, test, or complete assignments for a student.

2. "Falsification," which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research.

3. "Plagiarism," which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:

>   a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
>
>   b. The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.

4. Unauthorized collaboration.

5. Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.

6. Multiple submissions of the same work in separate courses without the express permission of the instructor(s).

7. Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.

8. The recording of instructional content without the express permission of the instructor(s), unless approved as a disability accommodation, and/or the dissemination or use of such unauthorized records.

(Source: WAC 478-121 - Academic Misconduct)

Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved.

Incompletes

Incomplete grades may only be awarded if a student is doing satisfactory work up until the last two weeks of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. *(Sources: Office of the Registrar – Incomplete Grades), UW General Catalog, Student Guide – Grading System)*

Grade Appeal Procedure

A student who believes that the instructor erred in the assignment of a grade, or who believes a grade recoding error or omission has occurred, shall first discuss the matter with the instructor before the end of the following academic quarter (not including Summer Quarter). If the student is not satisfied with the instructor's explanation, the student, no later than ten days after their discussion with the instructor, may submit a written appeal to the chair of the Department of Philosophy with a copy of the appeal also sent to the instructor. The chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or

capricious. Should the chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Department of Philosophy to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. *(Source: UW General Catalog, Student Guide – Grading System)*

Concerns About a Course, an Instructor, or a Teaching Assistant

If you have any concerns about a philosophy course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Department of Philosophy, 361 Savery Hall).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Department of Philosophy, 361 Savery Hall), or the Graduate School at G-1 Communications Building (543-5900).

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Access and Accommodations

Your experience in this class is important to the instructor. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the instructor at your earliest convenience so you can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 (Voice & Relay) or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the undergraduate advisor (363 Savery Hall), graduate program advisor (366 Savery Hall), or the chair of the philosophy department (364 Savery Hall). In addition, you should be aware that the University has designated special people to help you. For assistance you may contact: SafeCampus; Office of the Ombud (339 HUB, 206-543-6028); Title IX Investigation Office (for complaints that a University student has violated the sexual misconduct provisions of the Student Conduct Code); University Complaint Investigation and Resolution Office (for complaints concerning the behavior of University employees, including faculty, teaching assistants, and other student employees).

Integrity

The Office of Research Misconduct Proceedings (ORMP) coordinates the University's handling of allegations of research misconduct against members of the University community, in consultations and cooperation with the University's schools, colleges, and campuses.

University rules define scientific and scholarly misconduct to include the following forms of inappropriate activity: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research.

Students can report cases of scientific or scholarly misconduct either to the ORMP, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable.

(Sources: Executive Order No. 61 – Research Misconduct Policy; Office of Research Misconduct Proceedings; minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98.)

SafeCampus

Preventing violence is everyone's responsibility. SafeCampus is the University of Washington's Violence Prevention and Response Program. They support students, staff, faculty, and community members in preventing violence.

SafeCampus staff will listen to your concerns and provide support and safety plans tailored to your situation. Caring, trained professionals will talk you through options and connect you with additional resources if you want them.

If you're concerned, tell someone.

- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up for UW Alert online.

For more information visit the SafeCampus website

6. PDFs of Teaching Evaluations
a. Phil 102, Summer 2021 (Online, Primary Instructor)

IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Summer 2021

PHIL 102 B
Contemporary Moral Problems
Course type: Online

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-Predoc TA

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 16/24 (67% high)

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
4.5	**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:

CEI: 4.7
(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 remote learning course as a whole was:	16	44%	50%	6%				4.4	4.5
The course content was:	16	44%	56%					4.4	4.5
The instructor's contribution to the course was:	16	75%	25%					4.8	4.9
The instructor's effectiveness in teaching the subject matter was:	16	44%	56%					4.4	4.5

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		25%	25%	50%				4.5
The intellectual challenge presented was:	16	6%	44%	31%	19%				5.5
The amount of effort you put into this course was:	16	6%	31%	25%	38%				5.0
The amount of effort to succeed in this course was:	16	6%	25%	25%	31%	12%			4.8
Relative to similar courses taught in person, your participation in this course was:	16	19%	12%	19%	44%		6%		4.5
Relative to similar courses taught in person, your success in this course was:	16	6%	12%	19%	56%	6%			4.3

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: 11.2 Hours per credit: 2.2 (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%	13%	27%	7%	20%	7%		13%	

From the total average hours above, how many do you consider were valuable in advancing your education?
Class median: 8.7 Hours per credit: 1.7 (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%	7%	13%	40%	13%		7%	7%		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%	20%	13%											

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
13%	33%	33%		7%	13%

IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Summer 2021

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The effectiveness of this remote course in facilitating my learning was:	16	44%	50%	6%				4.4	1
Timeliness of instructor response to assignments was:	16	56%	31%	12%				4.6	3
Quality/helpfulness of instructor feedback was:	16	62%	38%					4.7	2
Clarity of course objectives was:	16	38%	50%	12%				4.2	6
Clarity of student responsibilities and requirements was:	16	38%	50%	12%				4.2	7
Usefulness of reading assignments in understanding course content was:	16	38%	12%	44%		6%		3.5	11
Usefulness of written assignments in understanding course content was:	16	31%	56%	12%				4.2	8
Usefulness of online resources in understanding course content was:	16	25%	38%	31%	6%			3.8	10
Evaluative and grading techniques (tests, papers, projects, etc.) were:	16	50%	44%	6%				4.5	4
Reasonableness of assigned work was:	16	31%	56%	12%				4.2	9
Organization of materials online was:	16	50%	31%	19%				4.5	5

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Summer 2021

PHIL 102 B
Contemporary Moral Problems
Course type: Online

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-Predoc TA

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 16/24 (67% high)

STANDARD OPEN-ENDED QUESTIONS

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

1. Very much so, Michael does a very good job at presenting and enabling good discussion revolving around the course material and readings.

2. It was very intellectually stimulating to consider things from different perspectives.

3. Yes, the readings were extremely useful and something that I wouldn't have interacted with had I not taken the course. Discussing it in class was also very useful.

4. Yes! I've never taken a philosophy course before and I think this was a great introduction. It gave me a solid grasp on what the field of philosophy is about and the problems that are explored in the area of ethics and moral philosophy. Michael proposed many thought-provoking questions during class that weren't aimed at forcing us into siding with a certain opinion, as he always has counterarguments/tradeoffs to further stimulate discussion.

6. Yes

7. I had never taken a class similar to this before, so this gave me an opportunity to learn in a new many and style. It made me think of issues different ways and was extremely stimulating.

8. Yes! Going into this class, I knew nothing about philosophy. Now, while I still think can be a bit confusing since it is completely outside of what I'm studying, I feel that this class has helped me develop a strong foundation.

9. There were a lot of topics that I had not thought about before that were very interesting to learn about. Especially the conversations we had about migration, it was interesting to hear about how a person's own rights to movement can conflict with the rights of society as a whole to that one person's services in the medical field.

10. Yes, it introduced me to a number of concepts, and interesting detailed perspectives on various issues.

11. Yes, interesting ideas, concepts, and questions were always present

12. Yes because it got me started to use more logic and reasoning to make my claim and conclusion strong

What aspects of this class contributed most to your learning?

1. The discussion meetings and the prerecorded lectures.

2. The lectures and the discussions.

3. The readings are most important.

4. The class discussion sections were my favorite, as well as the recorded lecture videos. I think both of these resources helped a ton with understanding the content better and understanding where arguments had weaknesses. Also Michael is extremely approachable and engaging.

5. The lecture recordings, they made understanding the papers much easier.

6. Lecture

7. The in class discussions contributed most to my learning.

8. I was initially hesitant in taking this course because it was listed as a 3 hour 4 day-a-week course. However, I was pleasantly surprised to find out that it would be broken down into a discussion portion with separate video lectures that we can watch on our own time. By breaking the class down this way, it helped make the workload more manageable. Another aspect that contributed most to my learning is the quality of the readings that Michael assigned. Every reading was relevant and helped tie into the framework developed in previous readings. Additionally, Michael always provided well-thought responses and helpful advice. He was always willing to explain and help fix issues in my papers. It was obvious that he cared a lot about our success in this course.

9. It was helpful taking the quiz right before class and then getting to talk about questions we had on the quiz at the beginning in order to clear up any confusions that came up on the readings and lectures. Utilizing zoom as a discussion section rather than solely lecture also helped with zoom fatigue that I think has plagued a lot of us during remote learning, so that was helpful as well. It was also nice to be able to read and watch the lectures on our own which offered more flexibility.

10. The readings, written assignments, and discussion boards.

11. The recorded lecture

12. Lecture and discussions

What aspects of this class detracted from your learning?

1. The super lengthy readings (I'm dyslexic)

2. None

3. I didn't like the timing of the quizzes, I get that it is necessary for anti-cheating rules but it's still irritating that I have a brief window to take it in. I also didn't like the pacing for readings. It is extremely intensive and I failed to read the paper in depth about 3 times (even though I read it more after class).

4. None, really. All of it was valuable and I didn't feel there was any busywork.

6. Reading

7. I'd say the essays were the least impactful to my learning. That isn't to say they weren't helpful, just not to the same extent as the other aspects.

8. That one quiz at the beginning of the quarter where it said 'select all the apply' but only had one correct answer. In all seriousness, I felt that there were no aspects that severely detracted my learning in this class. While the readings were often very lengthy, it is understandable because this class was collapsed from 10 weeks to 4.

9. I don't have a huge background in philosophy so I think in general I sometimes struggled to follow author's arguments, which then made me feel less confident to join in the discussions.

10. Nothing in this class particularly detracted from my learning.

11. Nothing really

12. Long readings/papers

What suggestions do you have for improving this class generally?

1. Perhaps a more specific focus on certain aspects of the readings or have some sort of reading guide because some of the authors are very difficult for a first-time student in a philosophy class to wrap their head around. Also, the first essay should be due far sooner in the course to give more time to think about the second one.

2. For long readings, there could be a warning that it might take longer than normal to finish them.

3. More supplementary readings if people want to dive deeper into a subject. They wouldn't be necessary but they'd be for people who are interested.

4. Can't really think of any. Some of the readings were a bit dense, but the summaries and lecture videos helped a lot. I wouldn't recommend necessarily throwing them out, as they were valuable. (and I suppose somewhat optional as the material could be gained from the lecture videos)

5. The amount of reading was a lot, so maybe fewer readings?

6. More recorded lecture or notes

7. Speed up the video recordings a little bit. Sometimes they tended to drag on, or focus on a subject for too long.

8. I'm unsure how this class normally is structured in a non-online environment, but having separate video lectures was very beneficial to me. And I think that maintaining this structure is something that could be worth consideration.

9. It might be helpful at the beginning to suggest reading tips to get better understanding of what the authors are trying to say. Most of the papers were fairly straightforward but there were some that had tangents that ended up confusing me, so I think if I had a little bit of a better grasp on how to read philosophical arguments I may have done a little better.

10. N.A.

11. Nothing really, he is a great lecturer honestly my favorite out of all the professors I've had so far. He explained the content very well while keeping it interesting and as short as possible. I think I've learned close to the most in this class than any other class I've taken. I thoroughly enjoyed it and was very pleased with Michael as an instructor and would love to take another class taught by him.

12. Posting PowerPoint slides because all of the slides are content heavy and typing it was quite frustrating for me

If this course were offered remotely again, what suggestions do you have to improve the student experience?

1. More pre-recorded lecture videos and optional reading/videos to help digest some of the more complex ideas.

2. I don't have any.

3. Continue to use the hand-raising system that was developed by the end of the session.

4. The adapted remote lecture structure where discussion were 1 hour and students could do the reading & lecture videos async was amazing. Thank you very much for that. Also Fridays off was a real treat :)

6. Give lecture notes

7. Same as the last question. Simply get straight to the point with the lectures. Student's should've already done the readings, so these recording's shouldn't be teaching us, simple making sure we understand the content.

8. I think the way that Michael has adapted this course to an online environment was excellent. Especially in a 4-week course, it was structured in a way that was still very manageable if you put in the time and effort.

9. The module layout on canvas was very helpful in keeping me organized. I always knew what I needed to do and when. I think it was also helpful to grade participation during discussion because it encouraged me to really try and understand what arguments were being made so that I could speak up when I could.

10. N.A.

11. Maybe give out questions that you want to discuss in the discussion section so students can prepare a bit or think of the reading from those perspectives and it can help guide discussions if discussion sections are dry/no ones talking

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.[1] 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).

---

[1] 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.

b. Phil 102, Summer 2020 (Online, Primary Instructor)

IASystem The Course Evaluation Standard	**COURSE SUMMARY REPORT** Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Summer 2020

PHIL 102 A
Contemporary Moral Problems
Course type: Online

Evaluation Delivery: Online
Evaluation Form: A
Responses: 17/22 (77% very high)

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-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:

CEI: 5.2
(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 course as a whole was:	17	35%	59%		6%			4.2	4.3
The course content was:	17	71%	18%	6%	6%			4.8	4.8
The instructor's contribution to the course was:	17	88%	6%	6%				4.9	4.9
The instructor's effectiveness in teaching the subject matter was:	17	76%	24%					4.8	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:	17		18%	47%	29%	6%			4.8
The intellectual challenge presented was:	17	12%	41%	29%	18%				5.6
The amount of effort you put into this course was:	17	12%	29%	47%	12%				5.3
The amount of effort to succeed in this course was:	17	6%	53%	35%	6%				5.7
Your involvement in course (doing assignments, attending classes, etc.) was:	17	12%	41%	29%	18%				5.6

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: 12.5 Hours per credit: 2.5 (N=17)

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
			6%	12%	29%	6%	18%	12%	6%	12%	

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

Class median: 10.8 Hours per credit: 2.1 (N=17)

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
		12%	6%	18%	24%	12%	18%			12%	

What grade do you expect in this course?

Class median: 3.5 (N=17)

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
24%	35%	35%	6%											

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

(N=17)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
12%	24%	47%	12%	6%	

IASystem The Course Evaluation Standard

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Summer 2020

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	17	65%	35%					4.7	3
Clarity of instructor's voice was:	17	82%	18%					4.9	12
Explanations by instructor were:	17	59%	41%					4.7	16
Instructor's ability to present alternative explanations when needed was:	17	65%	29%	6%				4.7	13
Instructor's use of examples and illustrations was:	17	65%	29%	6%				4.7	14
Quality of questions or problems raised by the instructor was:	16	81%	19%					4.9	1
Student confidence in instructor's knowledge was:	17	88%	12%					4.9	10
Instructor's enthusiasm was:	17	88%	6%		6%			4.9	11
Encouragement given students to express themselves was:	17	88%	6%	6%				4.9	8
Answers to student questions were:	17	76%	18%	6%				4.8	5
Availability of extra help when needed was:	17	76%	18%	6%				4.8	7
Use of class time was:	17	71%	18%	12%				4.8	2
Instructor's interest in whether students learned was:	17	71%	18%	12%				4.8	15
Amount you learned in the course was:	17	65%	24%	12%				4.7	6
Relevance and usefulness of course content were:	17	76%	12%	6%	6%			4.8	4
Evaluative and grading techniques (tests, papers, projects, etc.) were:	17	47%	29%	12%	12%			4.4	17
Reasonableness of assigned work was:	17	29%	41%	18%	12%			4.0	18
Clarity of student responsibilities and requirements was:	17	71%	24%	6%				4.8	9

IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Summer 2020

PHIL 102 A
Contemporary Moral Problems
Course type: Online

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-TA

Evaluation Delivery:	Online
Evaluation Form:	A
Responses:	17/22 (77% very high)

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, since we had to really understand the readings and lectures in order to ask interesting questions during the discussion sections, and for the essays we had to think critically to come up with some of our own ideas by using the course material as a starting point.

3. Yes, this class made me think outside the normal box.

4. This class was very intellectually stimulating! It had me think carefully and thoughtfully about moral matters that revolve around our daily lives using the texts we read as homework. I had fun comparing my values against theirs and seeing other sides to arguments that I have not thought of before.

5. Yes, I'm not a philosophical thinker so it was a challenge

6. It really made me think and it brought up topics I've never really had the chance to talk about. The course material was very relevant to each other and were interesting sources.

7. This class was definitely intellectually stimulating and stretched my thinking. I loved how diverse and relevant the readings and topics were. I think everyone at UW would benefit from taking this class at some point before they graduate.

8. I haven't taken a philosophy class before, and I really enjoyed this class. The intellectual challenges presented in this class were very interesting and I really liked it. It pushed me to think and presented me situations that I hadn't come across. I enjoyed this course and the intellectual challenge.

9. This class was very intellectually stimulating and relevant to many of the issues that we are facing in modern society.

10. This class was incredibly challenging and thus stimulating. We covered a massive range of topics within the realm of moral philosophy which meant that being 100% engaged required clear demonstrable effort every single day.

11. Yes. I though this class did a really great job on teaching students how to think about problems in society and developing the skills necessary for students to think independently after the course is over. The teacher made the class discussions open for students to talk about their own opinions without the fear of being immediately shut down if it wasn't what the instructor or the majority of students believed. A great sense of comfort and safety in discussing sensitive topics covered in the course.

12. It certainly was stimulating and stretches one's thinking - the content was very relevant to current events and provided perspectives from all sides of the discussions, which was very helpful in understanding the ideas and arguments that I didn't know of previously. The final paper was also a good challenge of relating our class discussions with an outside topic, which required a new perspective and stretched my thinking.

13. This class was definitely intellectually stimulating. I enjoyed all the reading. I believe that the course materials got me to think more deeply about the moral issues in the world today. They also got me to consider the intersections of race, class, gender, and inequality.

14. This class was definitely very stimulating and caused me to evaluate aspects of contemporary society that I have not considered before in regards to morals and ethics. Also since it dealt with issues that are relevant today, I feel like the material I learned in the class can better prepare me to think about future ethical dilemmas I consider.

15. Yes, this class was very stimulating and challenged me to view modern issues from different perspectives. I really appreciated the articles that the instructor selected as they provided valuable insight and views of moral dilemmas.

16. This class was definitely stimulating and forced me to think about topics I don't generally discuss. The readings presented and the class discussions were always interesting and engaging

What aspects of this class contributed most to your learning?

1. The discussion sections were very interesting and valuable for completely understanding the course material.

2. Lectures were excellent! A lot of the readings were very dense and sometimes hard to understand and pick apart completely, but the recorded lectures always made thins clearer.

3. The lectures helped the most.

4. The lecture videos helped me follow along with the reading very well. Zoom sessions and the discussion board were a big help as well!

5. Pre recorded lectures

6. The video lectures the most for sure, then discussion.

7. The discussions during class and on the discussion board contributed most to my learning. Talking through the readings and asking questions helped strengthen my understanding of the concepts, challenge them, and consider possible solutions to the challenges facing our society today.

8. I think the pre-recorded lectures and a few documentaries/ feature films were quite interesting.

9. The use of video lectures to be watched on our time was extremely helpful as I personally retain information better through audio rather than reading, and I really appreciated the deep analysis of the lecture readings before our discussion and quiz.

10. I really enjoyed being able to connect more directly via messages and office hours. An online course can feel really disengaged but being able to form more personal connections with the material and instructor made the course experience as a whole monumentally better.

11. The recorded lectures and discussions contributed the most to my learning. The recorded lectures helped the most by clarifying many of the points stated in the reading and making it easier to understand.

12. I think the class discussions contributed most to my learning of topics and complexities while the readings contributed most to my learning of background and systems related to the topics.

13. I think the zoom meetings contributed most to my learning because we got to explore student questions and get better explanations of the applications of ethical theory to real life.

14. Having participation be such a large aspect of the class was really helpful in the sense that I got to hear a lot of different perspectives, but it also forces me to participate. This meant that as I was reading and watching the lectures, I thought about what I could contribute to the discussion and any questions I could ask. This made me interact with the material in a way that I have done in other classes. Additionally, Michael was great at clearly explaining the material and answering the questions we had, as well as furthering our thinking by asking relevant questions.

15. The recorded lectures were very informative and thorough. The instructor's voice was clear and spoke at a good pace so that I could understand the content.

16. I loved the additional videos in the lectures. They always helped me understand the issues in real life. I also liked how the two prospective in each argument was present, or it was different reasoning for a similar idea. The summary for each reading was also helpful.

What aspects of this class detracted from your learning?

1. Nothing.

3. How long some readings were

4. I did have some stress about my quiz portion of the final grade at first, but they have gotten easier toward the end of the course.

5. N/A

6. I got really unmotivated at a few points, it truly really is a heavy workload and I just can't get myself to read as much as I was supposed to. It got really tiring having a one hour video lecture, a one hour discussion, then about another hour of reading every day for 4 days straight.

7. N/A

9. The required participation portion in front of such a large group.

10. It's understandable that evaluations need to be more frequent with an accelerated course, but having quizzes every single day that required more than a baseline understanding of the readings was quite stressful. Many days I felt more anxious over the niche aspects of some of the questions than on my critical engagement beyond just the quiz. To this extent, I feel that the quizzes likely did more harm than good considering how challenging some of the questions were.

11. The articles given were extremely long and sometimes really hard to understand but the lectures helped clear up most of the confusion after reading.

12. Having the class in such a short time period made it difficult to really solidify and fully comprehend each subject before moving on to the next - but that was a necessity of being an online summer course.

13. I did not feel that there was an aspect of this class that detracted from my learning.

14. The only thing that was definitely difficult about the class was the amount of material crammed into a really short amount of time. Having to read 20-30 page papers, watch an hour long lecture (that took me longer than an hour to watch since it went pretty fast and I would often pause and rewind it), and attend a discussion section every day was a lot of work. That being said, I think almost all of the time was well spent and taught me a lot. Additionally, I wouldn't want to cut down on any of the covered material, because I enjoyed learning about all of it.

15. I believe for the most part, the quizzes were well-written, but some questions were written ambiguously and it was difficult to discern the meaning.

16. I definitely think the readings were a little long. It was hard to read 30 pages in one night, so shrinking the readings would help the work load.

What suggestions do you have for improving the class?

1. Nothing.

2. Curving participation based on who speaks the most seems to result in 5 or so people trying to always speak as much as they can and it feels as if it crowds the discussions too much. I enjoy listening to others but it's often very hard to respond to what they're saying when there's 5 hands up in front of me and I know I won't be able to speak for 20 minutes so there's little point in trying to respond. To me, it feels as if about half the class is going out of their way to try to participate extensively so those people should at least get close to full credit for participating.

4. I think this course is excellently structured just the way it is currently!

5. Maybe bi-daily work instead of daily

6. If you thought quiz score averages were low, you would improve them by adding links to the slides. They were so useful I just scrubbed through the video trying to find what I could and still finished the quizzes in plenty of time. Either way, it was really helpful in summarizing/refreshing what content we had to learn, since I watched lecture videos the night before class as opposed to watching them before class.

7. N/A

8. I feel you should add a piece on the environment and humans exploiting it. Along with that maybe a few more documentaries or feature films would be nice to watch regarding these topics.

9. Allowing more time for the students to express their thoughts in smaller group settings (breakout groups) may lead to more students speaking and getting involved in the discussions, more points could also be raised this way. Even just setting aside like 10 minutes each class for this.

10. Making the quizzes equally frequent but more indicative of simple participation by doing the readings would possibly incentivize a greater engagement in section rather than an obsession with trying to get 10/10 on the quiz which I personally found myself so engaged with. Overall though this was one of the most insightful courses I've ever taken and it's been amazing having such a genuinely knowledgable and passionate instructor. Thank you for pushing me to not half-ass a class for an easy 4.0 for once.

11. I thought the class was really good. I can't think of anything to improve. While I didn't enjoy the readings as much, I think they are necessary for students to see the original work and see the fine detail stated by the author. Great course by an amazing teacher!

12. I actually think the zoom format worked really well, the hand raising features kept conversations civil and easy to follow since people were not able to talk over each other. As for improving the class, the only possible suggest would be to take a day to review the arguments for each topic, maybe present each argument on their own day and then have a smaller amount of time for a side by side comparison of opposing arguments before moving on to the next topic.

13. I felt that this class was structured as best as it could be, especially considering it was an online class and we only had 4 1/2 weeks.

14. Overall, I really enjoyed this class! Michael was one of the best professors I have had at UW, and I have very few complaints. That being said, I think it would be great to try and find a way to make the amount of work for the class a little smaller by maybe shortening the readings by cutting out parts that we do not need to read or making the recorded lectures shorter. The second suggestion I have is to have more student-to-student interaction during the online discussions through having break out rooms where they can talk about the topics before coming together.

15. I wish discussion section had more opportunities to interact with the other students in the class. It was less of a discussion section and more of just a Q&A where students would take turns asking questions to the teacher. I think if the instructor would pose a question for the class to deliberate based on the reading, that would be more engaging.

c. Phil 242, Spring 2021 (Online, Teaching Assistant)

IASystem — The Course Evaluation Standard

COURSE SUMMARY REPORT	University of Washington, Seattle
Numeric Responses	College of Arts and Sciences
	Philosophy
	Term: Spring 2021

PHIL 242 AA
Introduction To Medical Ethics
Course type: Online

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 20/24 (83% very high)

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:

CEI: 4.5
(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:	20	55%	35%	5%		5%		4.6	4.6
The content of the quiz section was:	20	55%	30%	10%		5%		4.6	4.6
The quiz section instructor's (QSI's) contribution to the course was:	20	85%	5%	5%		5%		4.9	4.9
The QSI's effectiveness in teaching the subject matter was:	20	75%	15%	5%		5%		4.8	4.8

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:	20		25%	35%	30%	10%			4.8
The intellectual challenge presented was:	20		35%	40%	20%	5%			5.1
The amount of effort you put into this course was:	20		25%	40%	25%	10%			4.9
The amount of effort to succeed in this course was:	20	5%	30%	30%	25%	10%			5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	20		30%	35%	30%	5%			4.9

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: 6.2 (N=20)**

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
5%	25%	15%	15%	15%	20%		5%				

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 6.0 (N=20)**

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
5%	30%	10%	20%	20%	10%	5%					

What grade do you expect in this course? **Class median: 3.6 (N=20)**

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
25%	55%	15%	5%											

In regard to your academic program, is this course best described as: **(N=20)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
5%	20%	45%	25%		5%

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2021

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:	20	55%	35%	5%	5%			4.6	10
QSI's use of examples and illustrations was:	20	60%	30%	5%	5%			4.7	8
Quality of questions or problems raised by QSI was:	20	60%	30%	5%	5%			4.7	7
QSI's enthusiasm was:	20	80%	15%		5%			4.9	6
Student confidence in QSI's knowledge was:	20	75%	15%	5%	5%			4.8	9
Encouragement given students to express themselves was:	20	65%	20%	10%	5%			4.7	12
Answers to student questions were:	20	65%	25%	5%	5%			4.7	5
Interest level of quiz sections was:	20	45%	45%		10%			4.4	13
QSI's openness to student views was:	20	75%	20%		5%			4.8	3
QSI's ability to deal with student difficulties was:	20	55%	30%	10%	5%			4.6	16
Availability of extra help when needed was:	20	55%	35%	5%	5%			4.6	17
Use of quiz section time was:	20	45%	40%	10%	5%			4.4	18
QSI's interest in whether students learned was:	20	60%	30%	5%	5%			4.7	15
Amount you learned in the quiz sections was:	20	50%	40%		10%			4.5	11
Relevance and usefulness of quiz section content were:	20	55%	35%	5%	5%			4.6	14
Coordination between lectures and quiz sections was:	20	75%	20%		5%			4.8	1
Reasonableness of assigned work for quiz section was:	20	65%	25%	5%	5%			4.7	2
Clarity of student responsibilities and requirements was:	20	65%	25%	5%	5%			4.7	4

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2021

PHIL 242 AA
Introduction To Medical Ethics
Course type: Online

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 20/24 (83% very high)

STANDARD OPEN-ENDED QUESTIONS

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

1. The class was intellectually stimulating because we talked about real-world scenarios in the medical field. It stretched and challenged my thinking. The content touched upon controversial topics, but I found the class to be both interesting and eye-opening.

2. This class was very intellectually stimulating. Michael did a great job at bringing up concepts and potential issues regarding ethical issues that I myself would have never considered. He is very in tuned with the course material, his understanding of ethics is impressively vast, and it shows by how rich our class discussions were.

3. Yes, I liked learning about various facets of medical ethics as I think a lot of the content is very relevant.

4. Yes, despite the discussion sections being much earlier than I would ever choose to wake up, I always looked forward to the days on which I would attend this class. The content was always fascinating and everyone had strong opinions on each topic, which made all of the discussions interesting.

5. I think it was quite interesting and different from classes that I have taken

6. Yes, Michael posed interesting and thought-provoking questions.

8. yes very much so. this class was super interesting and applicable to what i want to do in the future (become a physician).

9. Yes and yes. The questions posed by Michael and the comments Michael made were very thought provoking.

10. I liked having to explain our moral reasoning behind why we thought a certain way, it helped solidify concepts that we learned in lecture.

11. Yes, the class made me think of situations and ideas I hadn't put much thought into before

12. Yes. I think I got what I signed up for which was considering difficult cases and frameworks in which to evaluate them

13. no

14. This class was intellectually stimulating. It made me understand different points of views I had not previously considered.

15. This was the most thought-provoking quiz section I have taken at UW. Our discussions always left me with more developed thoughts than I had when entering quiz sections, as well as with questions for the next quiz section. Medical ethics are a tough topic and knowing there was often not a 'right' answer per se was very intellectually stimulating - I am not used to that as a STEM major and appreciated the mental exercise.

16. Yes, it allowed me to think and discuss perspectives and arguments I had not thought of before.

17. Yes, it was intellectually stimulating both because of the nature of the content and the questions and scenarios posed by the quiz section instructor. The conversations in breakout rooms also further extended on questions we discussed.

18. Yes because Michael was really good at defending/talking about both sides of a situation

What aspects of this class contributed most to your learning?

1. Having a discussion-focused quiz section and having Michael facilitate the conversation. Also, discussing case studies and receiving detailed feedback on essays. Also, requiring video.

2. I would say the open discussion sessions contributed most to my learning, as in, Michael asking us a question based on the reading, and the floor being open for anyone to share their viewpoint. I have a lot to say usually, so this is a very fun opportunity for me to share what I think about his question and how it relates to the readings.

3. Touching on a lot of different topics.

4. I found that Michael's enthusiasm and knowledge about the topic kept the class engaging and maintained a quick and stimulating pace for the discussion. It always felt like a safe space to share ideas and thoughts, and even when Michael would "play devil's advocate" and counter our points, he never did it in a way that made the students look bad or dumb. Instead, he was just pointing out other possible view points. His personal examples of situations we were talking about were fun and made the situations we were discussing feel more relevant.

5. I think it has allowed me to further my knowledge in ethics

6. Break out room discussions and questions posed by Michael, as well as input from other students.

8. Lectures, readings and quiz section. it was helpful to discuss with other students about our readings and listen to Michael explain things

9. Quiz section discussions about that week's topics and questions.

10. Breakout room discussions since we had to talk in them.

11. The case studies, but also talking to other students about specific examples

12. Section

13. na

14. I liked the breakout rooms where we talked about key issues in small groups.

15. Michael contributed most to my learning. He ensured we knew the topics of the section through guided questions, getting us to discuss the topics and using concepts in our own arguments. This solidified my learning and made quiz sections very engaging, even though they were virtual. Michael is one of the best TAs I have had at UW in terms of actually engaging with students. He understands the distinction between talking at us and teaching us, which is a skill that does not come naturally to many and is much appreciated by the students!

16. the discussion sections were the most helpful in solidifying concepts and main arguments that were made in the readings

17. The discussions of course material and applications in case studies contributed most to my learning.

18. I think quiz sections did not necessarily help my learning but I liked how I got to hear the opinions of other people

What aspects of this class detracted from your learning?

1. Some of the readings were hard to grasp, however I should have gone to office hours more.

2. The online aspect of this class mildly detracted from my learning. I've taken previous ethics classes in person that were much more high energy from the students, and generally more enjoyable. I feel like everyone was a bit shyer over Zoom, and that made for a more mellow class, which is not a ideal thing for ethics.

3. Sometimes the readings were long and tedious.

4. This course is a writing credit and written assignments make up 60% of our overall grade, and yet we did not spend any time learning about writing. This was not directly Michael's responsibility, but including something in some of the quiz sections would have been extremely helpful. It often felt like we were getting graded on something we were expected to know how to do before even taking the class.

6. none

8. nothing

9. Nothing comes to mind.

10. Although I do belive Michael has been a good TA, sometimes he talks too fast in complex sentences and I feel like I may have missed a key point in what he was trying to get across.

11. Sometimes, the deadlines and assignments were not clarified very well, especially for a new student to philosophy. Additionally, at times the quiz sections could have been shortened.

13. having the camera on

15. Virtual learning (but can't do anything about that). I also wished people talked more in this quiz section during all-class discussions - I'm sure my peers have a ton of interesting ideas but I felt like I dominated a lot of conversations to fill silence.

16. none.

17. Only the online aspect.

18. I think since it's online and early in the morning, almost everyone (except like 2) did not talk unless they had to

What suggestions do you have for improving the class?

1. Perhaps giving two essay examples instead of one so that students have a better idea of what a philosophical paper should look like. Michael did a really great job facilitating quiz section. He was very approachable and explained things well, especially when he gave us examples.

2. I would say if the class is overly quiet and one person is doing all the talking, maybe randomly pick on students. It'll ensure everyone's voice is heard, and it'll make sure everyone has attempted the readings instead of quietly coasting through the quiz section which I suspect a few students have done.

4. Including a part of the class that focuses on improving writing skills would be extremely helpful.

5. Maybe remember that having class in the mornings except on zoom, many people do not particular like talking.

6. Continue asking great questions!

7. Michael did an excellent job in staying enthusiastic despite students' zoom fatigue causing less participation. I was glad that he did not do random call outs and entrusted us to participate in breakout rooms instead. I suggest he keep this pattern going, but for any case in the future I feel like it would be justifiable if he did a random call for participation but still accepted if students' passed rather than spoke

8. nothing

9. Nothing comes to mind.

10. Increase more time for student discussion.

11. There should be much more writing examples for the class about past writing assignments, so students can see how to actually write these assignments. That was a vague part of the course. Additionally, the grading for the assignments took too long, sometimes the feedback would take 3+ weeks for a single assignment when the time given to complete that assignment was only a week.

12. It's good how it is, this was one of the best sections I've had in Zoom university.

13. na

15. Encourage participation not only in breakout rooms, but in the all-class discussion pre- and post-breakout room.

16. None.

17. None. I always felt I learned and gained a better understanding of concepts after leaving quiz section.

18. Maybe let people choose their groups?

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.[1] 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).

[1] 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.

IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2021

PHIL 242 AB
Introduction To Medical Ethics
Course type: Online

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 20/25 (80% very high)

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	4.7
(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:

CEI: 4.3
(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:	20	70%	20%	5%	5%			4.8	4.6
The content of the quiz section was:	20	65%	30%		5%			4.7	4.5
The quiz section instructor's (QSI's) contribution to the course was:	20	85%	10%		5%			4.9	4.8
The QSI's effectiveness in teaching the subject matter was:	20	80%	15%		5%			4.9	4.7

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:	20	5%	40%	35%	10%	10%			5.4
The intellectual challenge presented was:	20	5%	40%	20%	30%	5%			5.2
The amount of effort you put into this course was:	20	10%	40%	10%	25%	5%	10%		5.5
The amount of effort to succeed in this course was:	20	5%	40%	10%	25%	15%	5%		5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	20	25%	35%	5%	15%	10%	10%		5.8

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: 7.8 (N=18)**

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
	11%	6%	28%	33%	17%			6%			

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 5.9 (N=18)**

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
6%	6%	33%	28%	17%	6%	6%					

What grade do you expect in this course? **Class median: 3.7 (N=18)**

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
33%	44%	22%												

In regard to your academic program, is this course best described as: **(N=19)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
11%	11%	63%	11%		5%

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2021

IASystem
The Course Evaluation Standard

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:	20	60%	35%		5%			4.7	8
QSI's use of examples and illustrations was:	20	70%	25%		5%			4.8	3
Quality of questions or problems raised by QSI was:	20	45%	50%		5%			4.4	17
QSI's enthusiasm was:	20	90%	5%		5%			4.9	2
Student confidence in QSI's knowledge was:	20	80%	10%	5%	5%			4.9	7
Encouragement given students to express themselves was:	20	65%	30%		5%			4.7	14
Answers to student questions were:	20	45%	45%	5%	5%			4.4	18
Interest level of quiz sections was:	20	50%	40%	5%	5%			4.5	10
QSI's openness to student views was:	20	70%	20%	5%	5%			4.8	12
QSI's ability to deal with student difficulties was:	20	65%	25%	5%	5%			4.7	6
Availability of extra help when needed was:	20	60%	25%	10%	5%			4.7	13
Use of quiz section time was:	20	65%	25%	5%	5%			4.7	1
QSI's interest in whether students learned was:	20	55%	35%	5%	5%			4.6	16
Amount you learned in the quiz sections was:	20	55%	30%	10%	5%			4.6	9
Relevance and usefulness of quiz section content were:	20	55%	35%	5%	5%			4.6	15
Coordination between lectures and quiz sections was:	20	55%	30%	10%	5%			4.6	11
Reasonableness of assigned work for quiz section was:	20	65%	25%	5%	5%			4.7	4
Clarity of student responsibilities and requirements was:	20	65%	30%		5%			4.7	5

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2021

PHIL 242 AB
Introduction To Medical Ethics
Course type: Online

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 20/25 (80% very high)

STANDARD OPEN-ENDED QUESTIONS

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

1. It was definitely intellectually stimulating because the questions that were proposed were difficult to answer and really had no right answer.

3. This class definitely stretched my thinking as it was unlike any other class I have taken before. The philosophy aspect of the class was really hard at first but I think after a lot of practice through assignments, readings, and quiz sections, it became easier to understand.

4. Yes this class was intellectually stimulating as it is very relevant to our current pandemic state and challenged a lot of the reasons why I thought we are having the socioeconomic difficulties that we are.

5. Yes our discussions were always very interesting and thought provoking. Michael always explored both sides of an argument and encouraged us to examine the readings/concepts in new ways.

6. Yes it did. I learned about a variety of topics I would otherwise have not studied which directly pertain to my future career as a physician. I had only ever heard of the major ethics cases like the impacts of religion on certain treatments but never had I studied medical ethics in this depth.

7. Yes, I thought the questions presented to help us understand the material better really helped. And rather than "teaching" it, it was more so a conversation that also helped me understand the material much more. There were lots of examples that were drawn that helps us expand further understanding and thinking

8. Yes, I believe that the course work alone was intellectually stimulating. However, quiz sections proved to be very valuable within this course. Topics discussed were ones that I found engaging, and Michael was made conversation engaging and not strained like it easily could be over zoom.

9. This class really made me think a lot, especially since I've never had to think about political theory specifically through a philosophical lens before.

10. It was great to explore different perspectives and evaluate medical ethics from a philosophical approach rather than a strictly empirical one. It was excellent in helping me to understand more of why people do what they do in medicine.

11. I think the poll questions were really interesting especially when we had to relate them to the reading material. Some questions were challenging but it helped me have a better understanding of the material once we went over it.

12. This class taught me about different aspects of health and medical ethics and that it is closely connected to other disciplines as well.

13. Yes, I always looked forward to the material of this class and especially quiz section when we were able to discuss important issues relevant to all of our future careers. I enjoyed the intellectual challenge that this class created for me.

14. Yes, because the topics discussed addressed serious information and issues regarding our healthcare system.

15. Yes, this class was definitely one of the most intellectually stimulating classes I have taken. It was my first philosophy course, and learning to think philosophically was a great skill I acquired. Learning to write philosophically stretched my thinking as well. Writing has always come easily to me, but I struggled with these papers and was graded very constructively. This taught me a lot about philosophical writing.

16. Yes, it required us to do a lot of deeper thinking.

17. This class was intellectually stimulating since I have never taken a philosophy class before. It was quite difficult for me and also relevant to modern medicine.

What aspects of this class contributed most to your learning?

1. I think the part that contributed the most were my TAs ability to paraphrase students thinking and helping in analysis of what they were explaining.

2. Michael's explanations and analogies were very helpful in understanding the required readings for the course.

3. The quiz sections helped the most as they solidified my thoughts on the readings and lectures and often times went even further than just the summaries of the readings. I really like how Michael used real-life examples to explain theories in the readings because it helped me understand them better.

4. Quiz section with Michael and the readings.

5. Michael is one of the best TAs I have ever had. He is an extremely good speaker and very knowledgeable about the content. He is very good at leading a discussion and explaining concepts. I really enjoyed the requirement of cameras on and the use of poll questions because it felt more engaging compared to other classes I've had.

6. Quiz section. Readings were quite boring for the most part and also very dense. Class lectures seemed too simple and I skipped some in favor of perusing the power points, however quiz section was always valuable and I was challenged to think about the readings and class scenarios in different ways.

7. The examples provided and how the information was given in a more casual way. It wasn't overwhelming and occasionally took into account how we felt about the material. The mini check-ins were useful and helped make this online class feel more involved

8. The group discussions led by the TA (Michael) alongside break out rooms. In lecture Michael utilized polling as a method to engage students, and then asked us to discuss our poll answers and justify our thinking to the class. From this, I felt like we had very engaging discussion and it aided in encouraging students (including myself) to speak up.

9. Class discussion were very helpful, as were the poll questions during section.

10. Group discussion in quiz section overall was great, especially the polls + discussion. I also appreciated that despite the high possibility of the course being deeply political, Michael also did an excellent job of sticking to the course content rather than elaborating on political philosophy.

11. Talking about the readings in quiz section gave me a view of other people's thoughts and the goal of what was being taught.

12. The discussion section helped me the most. Hearing everyone's opinion and Michael's explanations was really great.

13. Quiz section was the most beneficial to my learning. I feel that I was able to solidify my knowledge when I was able to walk through the issues we were learning about with Michael and my peers. I also enjoyed learning about my peer's alternative thinking regarding the material given there us usually no single right way to answer a question in this class.

14. The way Michael explained the readings during discussion were really helpful especially when he gave alternative examples so we could understand better. Also, I really liked it when his dog and cat joined the class, they really made my mornings.

15. The readings, lectures, and quiz sections all contributed pretty equally to my learning. It was helpful to learn about concepts through the reading/lectures and be able to discuss them further in quiz section. I feel that this definitely helped my understanding.

16. A lot of answers to questions brought up in class were not something that had a single answer, so one had to have a good understanding of the material to be able to think about he questions.

17. Michael was very enthusiastic and provided good examples for the topics.

What aspects of this class detracted from your learning?

1. The aspect of this class that detracted me the most was sometimes students lack of conversation.

3. Nothing.

4. Online remote learning.

5. I felt like some of the feedback/grading on the papers was overly critical or confusing/not clear.

6. Break out discussions. These were useless because of the questions we were supposed to discuss in them. We usually agreed and so the breakout rooms ended up being long and awkward silences.

8. N/A.

9. N/A

11. Probably being in a breakout room where there's a long period of silence.

12. Even though they were helpful, breakout rooms stressed me out.

13. I think the amount of reading this class presented could sometimes be overwhelming. This class was an elective for me so I tended to focus more on my other core classes and in buy parts of the quarter I would be unable to finish all the reading and get behind. It was also difficult to catch up of you missed reading if there was a substantial amount assigned for the next week too.

14. N/A

15. Some of the readings were fairly long, but my weak suit is paying attention to readings.

16. Students did not interact much in quiz section.

17. The reading was quite dense and difficult to understand.

What suggestions do you have for improving the class?

1. A suggestion I would have for this class is maybe making it a little more interactive

3. Nothing.

4. None! I thought this class was excellent actually, one of my favorites I have taken at UW.

5. I would like to see the feedback be more concise.

6. I am not sure but some way to facilitate more social interactions between students in breakout rooms would be nice. Maybe everytime we get sent to a breakout room we have to do some introductory ice breakers and things.

8. I would recommend less pages for reading (no more than 5-10 pages) and an increase in more engaging activities such as short response assignments to the poll questions, etc.

9. I think it would be helpful to get more guidance on the essays.

10. Perhaps have a question or two in the post lecture reflections about key learnings?

11. I'm not sure but I would say more office hours.

12. Maybe make a quiz section for watching lectures. Similar to attendance, not a material quiz. It would help people like me who are awful at fulfilling tasks on time.

13. N/A

14. N/A

16. More interactive activities for students to do in groups.

17. Cover the reading more in lectures, especially the parts that are essential for understanding core ideas.

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.[1] 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).

---

[1] 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.

d. Phil 114, Spring 2020 (Online, Teaching Assistant)

IASystem	COURSE SUMMARY REPORT	University of Washington, Seattle
The Course Evaluation Standard	Numeric Responses	College of Arts and Sciences
		Philosophy
		Term: Spring 2020

PHIL 114 AA
Philosophical Issues In The Law
Course type: Online

Evaluation Delivery: Online
Evaluation Form: F
Responses: 10/25 (40% moderate)

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-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	4.8

(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:

CEI: 4.5
(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:	10	60%	10%	20%	10%			4.7	4.9
The content of the quiz section was:	10	50%	30%	10%	10%			4.5	4.6
The quiz section instructor's (QSI's) contribution to the course was:	10	70%	10%	20%				4.8	5.0
The QSI's effectiveness in teaching the subject matter was:	10	60%	20%	10%	10%			4.7	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:	10			30%	60%	10%			4.2
The intellectual challenge presented was:	10		50%	20%	20%	10%			5.5
The amount of effort you put into this course was:	10	20%	20%	20%	30%			10%	5.0
The amount of effort to succeed in this course was:	10	20%	20%	30%	30%				5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	10		40%	30%	20%			10%	5.2

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: 7.8　(N=10)**

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%			20%	60%						

From the total average hours above, how many do you consider were valuable in advancing your education?　　**Class median: 6.0　(N=10)**

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%	20%	40%	20%							

What grade do you expect in this course?　　**Class median: 3.5　(N=9)**

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
22%	33%	22%	22%											

In regard to your academic program, is this course best described as:　　**(N=10)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
40%	10%	10%	20%	10%	10%

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2020

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:	10	60%	30%	10%				4.7	7
QSI's use of examples and illustrations was:	10	60%	10%	20%	10%			4.7	13
Quality of questions or problems raised by QSI was:	10	60%	10%	30%				4.7	10
QSI's enthusiasm was:	10	60%	10%	30%				4.7	17
Student confidence in QSI's knowledge was:	10	80%		20%				4.9	9
Encouragement given students to express themselves was:	10	60%	10%	30%				4.7	15
Answers to student questions were:	10	70%	10%	20%				4.8	3
Interest level of quiz sections was:	10	60%	20%	10%	10%			4.7	1
QSI's openness to student views was:	10	70%	20%	10%				4.8	11
QSI's ability to deal with student difficulties was:	10	70%		30%				4.8	2
Availability of extra help when needed was:	10	70%		10%	20%			4.8	6
Use of quiz section time was:	10	30%	40%	30%				4.0	18
QSI's interest in whether students learned was:	10	70%		30%				4.8	8
Amount you learned in the quiz sections was:	10	60%	10%	20%	10%			4.7	5
Relevance and usefulness of quiz section content were:	10	60%	10%	30%				4.7	12
Coordination between lectures and quiz sections was:	10	60%	30%	10%				4.7	4
Reasonableness of assigned work for quiz section was:	10	50%	20%	20%	10%			4.5	16
Clarity of student responsibilities and requirements was:	10	60%	20%	20%				4.7	14

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2020

PHIL 114 AA
Philosophical Issues In The Law
Course type: Online

Evaluation Delivery: Online
Evaluation Form: F
Responses: 10/25 (40% moderate)

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-TA

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, the section was mostly spent thinking through the topics covered in lecture. It was a more in-depth and slow analysis rather than an overview.

2. This class was very challenging for me and pushed me to stretch my thinking in more then one way.

4. Yes!

5. Yes, I especially appreciated the way Michael phrased questions to direct our thinking. It was very intellectually stimulating when he would ask questions like "what would society look like if this specific decision was allowed" and "what the interest of the justice system should be"

6. Michael is try his best and well-prepared of the section. He try to raise more examples to explain the lecture

What aspects of this class contributed most to your learning?

1. The instructor asking questions.

2. My TA and quiz section.

3. I liked it when Michael "lectured". Talbott just goes through content so fast and I always had to take 2-3 hours rewatching it the night before so I can participate in class.

4. break out group discussion was very helpful!

5. Michael's wording of questions, explanations of key concepts

6. The talking in the section

What aspects of this class detracted from your learning?

1. Nothing

2. The professor and his way of teaching

4. nothing!

5. Sometimes break out rooms were not productive because people wouldn't always want to talk

6. I feel sometimes not involved in the question talking

What suggestions do you have for improving the class?

1. None

2. Make the content more noob friendly.

3. I wish we could talk more about the homework assignments.

4. nothing! thank you!

5. Less breakout rooms and more general discussions

6. Try to talk more, or you will not follow the sections

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.[1] 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).

---

[1] 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.

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2020

IASystem
The Course Evaluation Standard

PHIL 114 AB
Philosophical Issues In The Law
Course type: Online

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 5/25 (20% low)

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
4.9	5.0

(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: 5.2
(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:	5	80%	20%					4.9	5.0
The content of the quiz section was:	5	100%						5.0	5.0
The quiz section instructor's (QSI's) contribution to the course was:	5	80%	20%					4.9	5.0
The QSI's effectiveness in teaching the subject matter was:	5	80%	20%					4.9	5.0

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:	5	20%		20%	60%				4.3
The intellectual challenge presented was:	5	20%	40%	20%	20%				5.8
The amount of effort you put into this course was:	5	20%	40%	20%	20%				5.8
The amount of effort to succeed in this course was:	5	40%	20%	20%	20%				6.0
Your involvement in course (doing assignments, attending classes, etc.) was:	5	20%	40%	20%	20%				5.8

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: 5.0   (N=5)**

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%		40%	20%				20%				

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 4.5   (N=5)**

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%	20%	20%	20%			20%					

What grade do you expect in this course?   **Class median: 3.6   (N=5)**

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
	80%		20%											

In regard to your academic program, is this course best described as: **(N=5)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
100%					

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2020

IASystem
The Course Evaluation Standard

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:	5	60%	40%					4.7	12
QSI's use of examples and illustrations was:	5	60%	40%					4.7	15
Quality of questions or problems raised by QSI was:	5	60%	20%	20%				4.7	14
QSI's enthusiasm was:	5	80%	20%					4.9	13
Student confidence in QSI's knowledge was:	5	60%	40%					4.7	18
Encouragement given students to express themselves was:	5	80%	20%					4.9	10
Answers to student questions were:	5	80%	20%					4.9	5
Interest level of quiz sections was:	5	60%	40%					4.7	6
QSI's openness to student views was:	5	80%	20%					4.9	8
QSI's ability to deal with student difficulties was:	5	60%	40%					4.7	16
Availability of extra help when needed was:	5	60%	40%					4.7	17
Use of quiz section time was:	5	60%	40%					4.7	11
QSI's interest in whether students learned was:	5	80%	20%					4.9	7
Amount you learned in the quiz sections was:	5	80%	20%					4.9	1
Relevance and usefulness of quiz section content were:	5	80%	20%					4.9	3
Coordination between lectures and quiz sections was:	5	60%	40%					4.7	9
Reasonableness of assigned work for quiz section was:	5	80%	20%					4.9	2
Clarity of student responsibilities and requirements was:	5	80%	20%					4.9	4

IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Spring 2020

PHIL 114 AB
Philosophical Issues In The Law
Course type: Online

Evaluation Delivery: Online
Evaluation Form: F
Responses: 5/25 (20% low)

Taught by: Michael Ball-Blakely
Instructor Evaluated: Michael Ball-Blakely-TA

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, this class was intellectually stimulating.

2. This was a great quiz section and the example and topics brought up allowed a deeper understanding of the course material

3. This class was difficult for me, but Michael helped the class piece together explanations that were missing from lecture.

What aspects of this class contributed most to your learning?

1. Quiz section contributed most to my learning

2. Examples, especially pollution example for CAP, etc.

3. I had a lot of issues with Talbott's way of teaching and Linds, so I'm very grateful that Michael was my TA. He explained things in much clearer terms than Talbott, so his quiz section was super helpful. Michael and Dunkel were the only things I liked about this course.

What aspects of this class detracted from your learning?

1. Some of the other students taking away talking time

2. Breakout rooms were often wasted time, I think discussions should be more of the entire class to keep us on track

3. N/A

What suggestions do you have for improving the class?

1. Nothing

2. Michael and Linds should work out a middle area for how they work their quiz sections, it felt that students get extremely different experiences in different quiz sections, which can often make it unfair for particular students

3. More Dunkel footage.

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.[1] 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).

---

[1] 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.

e. Phil 243, Winter 2020 (In-Person, Teaching Assistant)

IASystem	COURSE SUMMARY REPORT Numeric Responses	University of Washington, Seattle College of Arts and Sciences Philosophy Term: Winter 2020

PHIL 243 AA, Joint with ENVIR 243 AA
Environmental Ethics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 9/25 (36% moderate)

Taught by: Michael Ball-Blakely, Stephen Gardiner
Instructor Evaluated: Michael Ball-Blakely-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
	4.6	4.6

(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: 4.0
(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:	9	56%	11%	22%	11%			4.6	4.6
The content of the quiz section was:	9	56%	11%	22%	11%			4.6	4.6
The quiz section instructor's (QSI's) contribution to the course was:	9	56%	22%	22%				4.6	4.6
The QSI's effectiveness in teaching the subject matter was:	9	56%	11%	33%				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:	9		33%	22%	44%				4.8
The intellectual challenge presented was:	9		44%	11%	44%				5.0
The amount of effort you put into this course was:	9		22%		67%	11%			4.1
The amount of effort to succeed in this course was:	9		11%	33%	44%	11%			4.4
Your involvement in course (doing assignments, attending classes, etc.) was:	9		11%	11%	67%	11%			4.1

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: 6.5 (N=9)**

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
	33%		33%	33%							

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 4.0 (N=9)**

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
	44%	22%	33%								

What grade do you expect in this course? **Class median: 3.4 (N=9)**

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
44%	33%	11%	11%											

In regard to your academic program, is this course best described as: **(N=9)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
11%	22%	44%	11%		11%

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Winter 2020

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:	9	56%	22%	22%				4.6	4
QSI's use of examples and illustrations was:	9	22%	44%	33%				3.9	18
Quality of questions or problems raised by QSI was:	9	44%	22%	33%				4.2	14
QSI's enthusiasm was:	9	56%	22%	22%				4.6	11
Student confidence in QSI's knowledge was:	9	56%	22%	22%				4.6	12
Encouragement given students to express themselves was:	9	67%	11%	22%				4.8	5
Answers to student questions were:	9	56%	22%	22%				4.6	7
Interest level of quiz sections was:	9	44%	22%	33%				4.2	10
QSI's openness to student views was:	9	67%	11%	22%				4.8	3
QSI's ability to deal with student difficulties was:	9	67%	11%	22%				4.8	1
Availability of extra help when needed was:	9	56%	22%	22%				4.6	8
Use of quiz section time was:	9	22%	44%	33%				3.9	16
QSI's interest in whether students learned was:	9	56%	22%	22%				4.6	9
Amount you learned in the quiz sections was:	9	44%	22%	33%				4.2	13
Relevance and usefulness of quiz section content were:	9	44%	22%	33%				4.2	15
Coordination between lectures and quiz sections was:	9	56%	22%	22%				4.6	2
Reasonableness of assigned work for quiz section was:	9	33%	33%	33%				4.0	17
Clarity of student responsibilities and requirements was:	9	56%	22%	22%				4.6	6

IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Winter 2020

PHIL 243 AA, Joint with ENVIR 243 AA
Environmental Ethics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 9/25 (36% moderate)

Taught by: Michael Ball-Blakely, Stephen Gardiner
Instructor Evaluated: Michael Ball-Blakely-TA

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes. Extremely engaging and conversations allowed for stimulating intellectualism.

2. Yes. As an engineering major, I am used to being given a problem, solving it, and finding a definitive answer. This is my first philosophy course and it is a much different line of thinking. I really had to expand my way of thinking to understand the problems and goals of this course.

3. It was intellectually stimulating because it was my first philosophy class ever.

4. Yes, it made me question many of my beliefs and how I go about defending them. It also made me more open to other ideas.

5. Yes, a lot of issues and questions that were never brought to my attention. I had to force myself to think about a reason to agree or disagree, and what my beliefs are.

6. Yes! I learned mostly everything from this section! Was very helpful in explaining prof ideas and even expanding our own.

What aspects of this class contributed most to your learning?

1. All aspects.

2. The quiz sections when we focused on discussion rather than worksheets was very valuable. There were many students that had interesting points-of-view that helped me further develop my opinions.

3. Writing papers and discussion with classmates

4. Discussions and debates and Michael is awesome at giving explanations and examples.

5. Quiz sections help especially when we had a debate like class.

6. in class discussion was great

What aspects of this class detracted from your learning?

1. N/a.

2. Often times, I felt like I was rushing to get the worksheets done on time. Because of this, I felt like I was not able to put forth good effort and the worksheets were less effective.

3. Lectures were sometimes confusing

4. I am lazy

5. N/A

6. nothing!

What suggestions do you have for improving the class?

1. N/a.

2. I think taking attendance rather than doing the worksheets would be a more effective way to track participation. The discussions during quiz section were the most valuable part of this class and should be maximized.

3. More recap of the main points from each lecture

4. N/A

5. The discussions were more effect to me than the worksheets

6. I thought everything was great, you took students ideas into account and let us build off each other and your ideas!

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.[1] 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).

---

[1] 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.

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Winter 2020

PHIL 243 AC, Joint with ENVIR 243 AC
Environmental Ethics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 12/23 (52% high)

Taught by: Michael Ball-Blakely, Stephen Gardiner
Instructor Evaluated: Michael Ball-Blakely-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	4.8

(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:

CEI: 4.5
(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:	12	58%	25%	17%				4.6	4.8
The content of the quiz section was:	12	58%	25%	17%				4.6	4.8
The quiz section instructor's (QSI's) contribution to the course was:	12	67%	33%					4.8	4.9
The QSI's effectiveness in teaching the subject matter was:	12	67%	8%	25%				4.8	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:	12		25%	8%	58%		8%		4.2
The intellectual challenge presented was:	12	8%	33%	33%	17%	8%			5.2
The amount of effort you put into this course was:	11	9%	9%	45%	36%				4.8
The amount of effort to succeed in this course was:	12	17%	33%	17%	25%	8%			5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	12	17%	8%	33%	33%		8%		4.8

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: 5.0 (N=12)**

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
	25%	33%	8%	17%	17%						

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 4.2 (N=12)**

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
	42%	25%	17%	8%	8%						

What grade do you expect in this course? **Class median: 3.6 (N=12)**

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
17%	50%	17%	8%				8%							

In regard to your academic program, is this course best described as: **(N=12)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
25%	17%	50%			8%

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Winter 2020

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:	12	75%	17%	8%				4.8	1
QSI's use of examples and illustrations was:	12	75%	8%	17%				4.8	3
Quality of questions or problems raised by QSI was:	12	67%	25%	8%				4.8	8
QSI's enthusiasm was:	12	58%	42%					4.6	18
Student confidence in QSI's knowledge was:	12	83%	17%					4.9	11
Encouragement given students to express themselves was:	12	75%	25%					4.8	12
Answers to student questions were:	12	75%	17%	8%				4.8	6
Interest level of quiz sections was:	12	58%	33%	8%				4.6	5
QSI's openness to student views was:	12	75%	17%	8%				4.8	10
QSI's ability to deal with student difficulties was:	12	75%	17%	8%				4.8	4
Availability of extra help when needed was:	12	75%	8%	17%				4.8	7
Use of quiz section time was:	12	67%	8%	25%				4.8	2
QSI's interest in whether students learned was:	12	67%	17%	17%				4.8	13
Amount you learned in the quiz sections was:	12	50%	25%	25%				4.5	17
Relevance and usefulness of quiz section content were:	12	58%	25%	17%				4.6	15
Coordination between lectures and quiz sections was:	12	50%	33%	17%				4.5	16
Reasonableness of assigned work for quiz section was:	12	58%	33%	8%				4.6	14
Clarity of student responsibilities and requirements was:	12	67%	25%	8%				4.8	9

IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Philosophy
Term: Winter 2020

PHIL 243 AC, Joint with ENVIR 243 AC
Environmental Ethics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 12/23 (52% high)

Taught by: Michael Ball-Blakely, Stephen Gardiner
Instructor Evaluated: Michael Ball-Blakely-TA

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, I had never taken philosophy before, so this was a very new way of thinking because I had to look through a new perspective of seeing how to strengthen my argument as much as possible. In other classes, I had not needed to do this much.

2. Yes, although the methods of teaching (worksheets) were dull, the content being examined and the way it was presented by the TA was very stimulating. Ever lesson brought up more questions to ponder and concepts that needed mulling over. The profound questions being examined kept me up at night and wanting to discuss them the next day in this section.

3. Yes this class changed my perspective in a number of different ways on a number of different topics relating to the environment.

4. Yes. This was one of the most interesting courses I've ever taken! I learned so much, from so many different perspectives.

5. yes, this class was super interesting, made me think about the way I live.

6. It was intellectually stimulating, during the periods where it was just Michael lecturing I thought the info was conveyed particularly well as opposed to days where we just did worksheets.

7. Topic was great, got me thinking and create my own positions.

8. yes, first time talking in depth about environmental problems. Took this to understand today's environmental problems

What aspects of this class contributed most to your learning?

1. Quiz sections.

2. The TA Michael. Best TA I've ever had; engaging, funny, super willing to talk and philosophize and provide answers and questions. He showed genuine interest and was very authentic and hard working, his use of examples and explanations were spot on and easy to understand, his concern for our learning was evident and his relatability makes him the best TA the philosophy department has.

3. The clarifications and discussion in the quiz sections on the different arguments were very helpful.

4. Michael was an amazing TA! He always solidified my understanding of central concepts/arguments after readings and lecture, and was able to provide engaging and relevant discussion and content every single quiz section.

5. the quiz section

6. When Michael had us debate amongst ourselves or gave lectures himself, those were the most engaging days of class which made me absorb the material much better.

7. Class discussions.

8. - work sheet and discussions

What aspects of this class detracted from your learning?

1. The Lectures were sometimes spoken too slowly, and the slides went by too quickly.

2. The quiz section aspects were a bit dull. Worksheets were un-engaging and the discussion section were decently coordinated.

3. There were no specific examples that detracted from my learning.

4. n/a

5. guest lectures

6. I would say the only thing was the pace of some of the worksheets and essay review sheets. They weren't always an appropriate length to finish during class time while also being thorough.

7. Long readings that sometimes don't have time to finish.

8. -sometimes we got off topic but it was always good discussion

What suggestions do you have for improving the class?

1. Going slower with the slides, and emphasizing important parts of the lecture.

2. Allowing the TAs to develop their own assignments or assist in developing assignments so that they reflect the needs and interests of students.

3. Less worksheets. It's more helpful to discuss the information and learn from the TA

4. none! It's really great as is

5. more interaction in lecture

6. I would suggest less worksheets and more time to just let Michael lecture if possible, those were the most helpful things for me personally.

7. No corona virus

8. -paper peer edits should be close to paper due date

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.[1] 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).

---

[1] 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.