HIS 250 (01AWE): 20th Century Europe Film
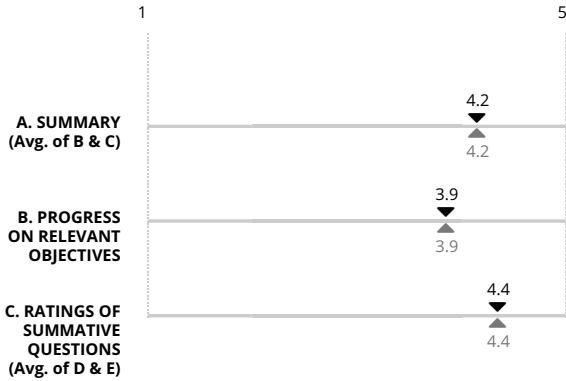
Summer 2020 | Averill Earls | Course CIP Code: 54.0103

19	Students Enrolled
17	Students Responded
89.47%	Response Rate

Summative

▼ | Adjusted
▲ | Raw
☐ | 3 Point Plus/Minus

Converted Average Buckets
Based on a Bell Curve

Much Lower *(Lowest 10%)* **37 or Lower**	Lower *(Next 20%)* **38 - 44**	Similar *(Middle 40%)* **45 - 55**	Higher *(Next 20%)* **56 - 62**	Much Higher *(Highest 10%)* **63 or Higher**

Your Average Scores
5 Point Scale

Your Converted Average

Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.5	4.5
E. Excellent Course	4.2	4.2

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	53	54
Discipline	53	53
Institution	53	55
E. Excellent Course		
IDEA	51	51
Discipline	50	50
Institution	50	51
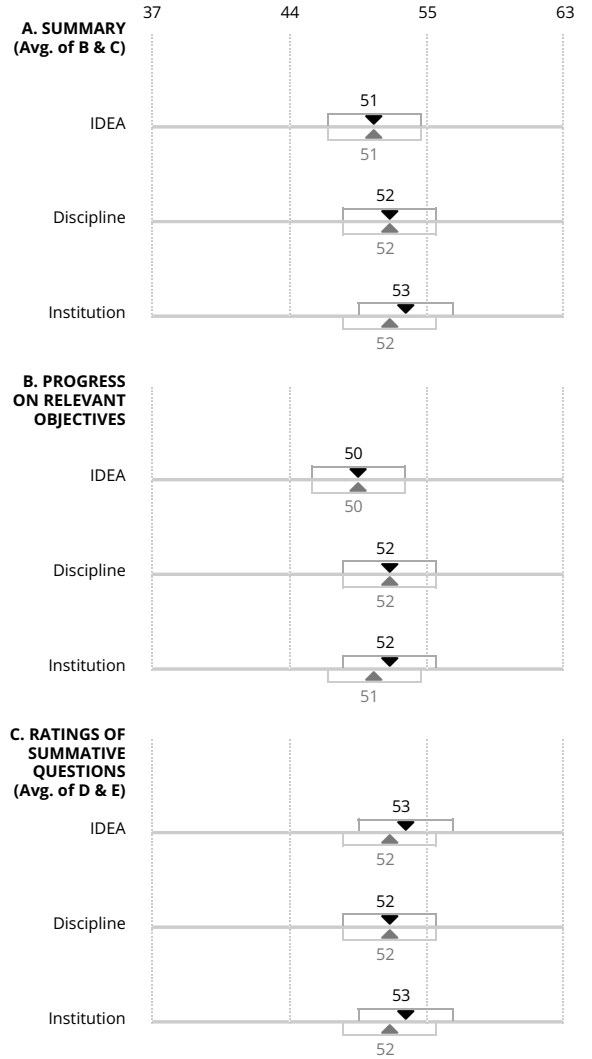
Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.3	4.3	12	82	53	53	53	53	53	54
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.6	4.7	0	94	61	62	59	59	61	62
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	3.9	3.9	12	71	46	46	50	50	46	46
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.2	4.3	6	82	53	53	55	55	52	54
Acquiring skills in working with others as a member of a team	I	3.8	3.8	18	71	48	48	55	55	50	51
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3.4	3.4	41	59	45	45	48	48	48	48
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4.1	4.1	18	82	55	55	54	54	56	57
Developing skill in expressing myself orally or in writing	I	4.2	4.3	6	76	55	56	55	56	56	59
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4.2	4.3	6	76	55	56	54	54	55	57
Developing ethical reasoning and/or ethical decision making	I	3.8	3.8	18	71	48	48	51	51	52	53
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	I	4.2	4.2	12	76	53	53	53	53	55	56
Learning to apply knowledge and skills to benefit others or serve the public good	I	3.3	3.3	29	53	38	38	44	44	41	41
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3.1	3.1	35	53	38	38	46	46	43	44

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	4	63	64	63
Difficulty of subject matter	3.8	57	61	57

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.1	57	57	57
I really wanted to take this course regardless of who taught it.	4.3	61	64	59
When this course began I believed I could master its content.	3.8	47	49	48
My background prepared me well for this course's requirements.	3	34	37	36

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.6	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.5	6% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.6	6% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.5	0% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.3	6% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.4	0% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.8	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.2	12% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.5	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.6	6% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.1	6% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Formed teams or groups to facilitate learning	4.8	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose back-grounds and viewpoints differ from their own	4.1	18% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	4.7	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library hold-ings, outside experts) to improve understanding	4.2	12% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	4.2	12% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.5	6% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures. The Instructor:	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	0% (0)	0% (0)	5.88% (1)	29.41% (5)	64.71% (11)	17	0	0.6	4.59
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, po-litical views)	0% (0)	0% (0)	5.88% (1)	11.76% (2)	82.35% (14)	17	0	0.55	4.76
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	17.65% (3)	82.35% (14)	17	0	0.38	4.82
Demonstrated the importance and sig-nificance of the subject matter	0% (0)	5.88% (1)	5.88% (1)	17.65% (3)	70.59% (12)	17	0	0.85	4.53
Formed teams or groups to facilitate learning	0% (0)	0% (0)	5.88% (1)	5.88% (1)	88.24% (15)	17	0	0.51	4.82
Made it clear how each topic fit into the course	5.88% (1)	0% (0)	5.88% (1)	5.88% (1)	82.35% (14)	17	0	1.03	4.59
Provided meaningful feedback on stu-dents' academic performance	11.76% (2)	0% (0)	5.88% (1)	23.53% (4)	58.82% (10)	17	0	1.29	4.18
Stimulated students to intellectual ef-fort beyond that required by most courses	0% (0)	0% (0)	5.88% (1)	35.29% (6)	58.82% (10)	17	0	0.61	4.53
Encouraged students to use multiple re-sources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	11.76% (2)	11.76% (2)	17.65% (3)	58.82% (10)	17	0	1.06	4.24
Explained course material clearly and concisely	0% (0)	0% (0)	17.65% (3)	11.76% (2)	70.59% (12)	17	0	0.78	4.53

Describe the frequency of your instructor's teaching procedures. The Instructor:	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	0% (0)	5.88% (1)	0% (0)	23.53% (4)	70.59% (12)	17	0	0.77	4.59
Created opportunities for students to apply course content outside the classroom	5.88% (1)	0% (0)	17.65% (3)	35.29% (6)	41.18% (7)	17	0	1.06	4.06
Introduced stimulating ideas about the subject	0% (0)	0% (0)	5.88% (1)	17.65% (3)	76.47% (13)	17	0	0.57	4.71
Involved students in hands-on projects such as research, case studies, or real life activities	5.88% (1)	5.88% (1)	11.76% (2)	11.76% (2)	64.71% (11)	17	0	1.21	4.24
Inspired students to set and achieve goals which really challenged them	5.88% (1)	0% (0)	17.65% (3)	11.76% (2)	64.71% (11)	17	0	1.13	4.29
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	17.65% (3)	0% (0)	5.88% (1)	5.88% (1)	70.59% (12)	17	0	1.53	4.12
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	11.76% (2)	11.76% (2)	76.47% (13)	17	0	0.68	4.65
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	5.88% (1)	11.76% (2)	11.76% (2)	70.59% (12)	17	0	0.92	4.47
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	23.53% (4)	17.65% (3)	58.82% (10)	17	0	0.84	4.35

Describe your progress on:	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	11.76% (2)	5.88% (1)	23.53% (4)	58.82% (10)	17	0	1.02	4.29
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	5.88% (1)	29.41% (5)	64.71% (11)	17	0	0.6	4.59
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	5.88% (1)	5.88% (1)	17.65% (3)	35.29% (6)	35.29% (6)	17	0	1.13	3.88
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	5.88% (1)	11.76% (2)	35.29% (6)	47.06% (8)	17	0	0.88	4.24
Acquiring skills in working with others as a member of a team	17.65% (3)	0% (0)	11.76% (2)	29.41% (5)	41.18% (7)	17	0	1.44	3.76
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	23.53% (4)	17.65% (3)	0% (0)	17.65% (3)	41.18% (7)	17	0	1.68	3.35
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	17.65% (3)	0% (0)	35.29% (6)	47.06% (8)	17	0	1.08	4.12
Developing skill in expressing myself orally or in writing	5.88% (1)	0% (0)	17.65% (3)	23.53% (4)	52.94% (9)	17	0	1.1	4.18
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	5.88% (1)	17.65% (3)	23.53% (4)	52.94% (9)	17	0	0.94	4.24
Developing ethical reasoning and/or ethical decision making	11.76% (2)	5.88% (1)	11.76% (2)	35.29% (6)	35.29% (6)	17	0	1.31	3.76
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	11.76% (2)	11.76% (2)	23.53% (4)	52.94% (9)	17	0	1.04	4.18
Learning to apply knowledge and skills to benefit others or serve the public good	23.53% (4)	5.88% (1)	17.65% (3)	23.53% (4)	29.41% (5)	17	0	1.52	3.29
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	35.29% (6)	0% (0)	11.76% (2)	23.53% (4)	29.41% (5)	17	0	1.68	3.12

The Course: On the next two items, compare this course with others you have taken at this institution.	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	29.41% (5)	41.18% (7)	29.41% (5)	17	0	0.77	4
Difficulty of subject matter	0% (0)	0% (0)	35.29% (6)	52.94% (9)	11.76% (2)	17	0	0.64	3.76

For the following items, choose the option that best corresponds to your judgment.	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	23.53% (4)	47.06% (8)	29.41% (5)	17	0	0.73	4.06
I really wanted to take this course regardless of who taught it.	0% (0)	5.88% (1)	17.65% (3)	17.65% (3)	58.82% (10)	17	0	0.96	4.29
When this course began I believed I could master its content.	5.88% (1)	5.88% (1)	23.53% (4)	29.41% (5)	35.29% (6)	17	0	1.15	3.82
My background prepared me well for this course's requirements.	17.65% (3)	17.65% (3)	17.65% (3)	41.18% (7)	5.88% (1)	17	0	1.24	3
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	17.65% (3)	17.65% (3)	64.71% (11)	17	0	0.78	4.47
Overall, I rate this course as excellent.	5.88% (1)	11.76% (2)	0% (0)	23.53% (4)	58.82% (10)	17	0	1.25	4.18

Please consider each of the following aspects of your Mercyhurst Distance Learning course, and rate your level of agreement.	Strong Disagree	Disagree	Neither Agree nor Disagree	Agree	Srongly Agree	N	DNA	SD	M
The layout and design facilitated easy navigation of the course.	0% (0)	0% (0)	0% (0)	52.94% (9)	47.06% (8)	17	0	0.5	4.47
Course activities promoted engagement and student-student interaction.	0% (0)	0% (0)	5.88% (1)	35.29% (6)	58.82% (10)	17	0	0.61	4.53
Access was provided to student success resources (e.g. technical help, orientation, tutorials).	0% (0)	0% (0)	5.88% (1)	29.41% (5)	64.71% (11)	17	0	0.6	4.59

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N	DNA	SD	M
Rate your satisfaction with your overall experience in this Mercyhurst Distance Learning Course.	0% (0)	0% (0)	11.76% (2)	23.53% (4)	64.71% (11)	17	0	0.7	4.53

Qualitative

Comments -

- For summer class I feel that it was too demanding in terms of deadlines and course load. As a student is rather busy I was always feeling stressed out and overwhelmed about this class. I feel like I never had enough time to get anything done to my best ability and just overall this class was just way too hard for my liking. While I did like the podcasts and new perspectives on the topics, I just felt too stressed out and overwhelmed to enjoy this class.
- Dr. Earls is an exceptional professor. Her mastery of digital media makes the course seem as if it were being taught in person. The lectures were insightful and enlightening. The books, podcasts, and films chosen by Dr. Earls really encompassed the themes we were learning about in the course. I would rate the class a ten out of ten, or in the terms of the late Roger Ebert, "I give it two thumbs up. Way up!"
- The workload was more than ever expected
- She got emailed me back about my questions very quickly, and was overall very helpful and explained why she picked movies for what we learning about that week.
- History is definitely one of my weakest subjects, it always has been. Learning about history through film made it more engaging and interesting.
- The hardest part for this course was reviewing history that I have not heard about in 13-14 years since I was in high school. I also depend on my syllabus for my reference for grading so when the grading wording requirements were off for most assignments this made it difficult for assignments.
- Dr. Earls, I am happy to study 20th century European film history. in the beginning i thought how can i will study because i do not know about European history. Rally i enjoyed this course i learned lot from this class. i watched more films i learned from the movie even i remembered my childhood.I read books articles and podcast what you are posted for our class i read. I developed my writing skill and speaking skill because in this class we did discussion from the video, first class i was wonder then I enjoyed. you are a fantastic teacher. When i asked doubt you cleared at the movement. Thank you i am always remembering you in my prayers.