

# HIS 171 (01FTE): WRLD HIS II:EXPLR-ATOMIC

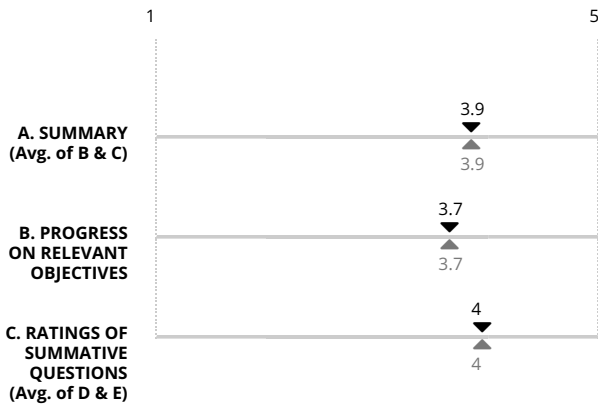
Fall 2018 | Averill Earls | Course CIP Code: 54.0199

27 | Students Enrolled  
 18 | Students Responded  
 66.67% | Response Rate

## Summative

▼ | Adjusted  
 ▲ | Raw  
 [ ] | 3 Point Plus/Minus

**Your Average Scores**  
5 Point Scale



**Your Overall Mean Ratings**  
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.2	4.2
E. Excellent Course	3.7	3.7

**Your Overall Converted Ratings**

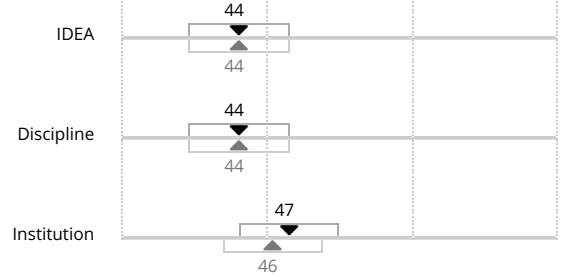
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	48	48
Discipline	47	47
Institution	47	48
E. Excellent Course		
IDEA	43	43
Discipline	42	42
Institution	42	44

**Converted Average Buckets**  
Based on a Bell Curve

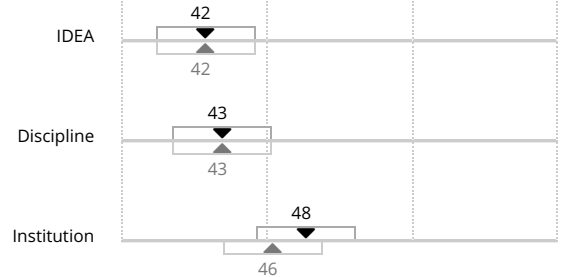
Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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**Your Converted Average**

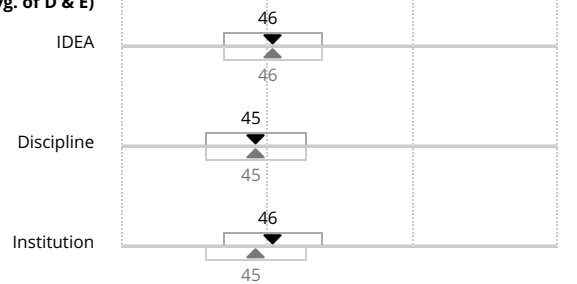
**A. SUMMARY (Avg. of B & C)**



**B. PROGRESS ON RELEVANT OBJECTIVES**



**C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)**



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.7	3.8	11	56	41	42	41	42	43	46
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.8	3.8	11	67	47	47	43	43	55	55
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.6	3.6	22	61	40	40	44	44	43	45
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.5	3.5	28	50	38	39	43	44	41	44
Acquiring skills in working with others as a member of a team	M	3.8	3.9	17	67	49	50	54	55	54	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.1	3.1	39	39	42	42	43	43	51	53
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.6	3.6	28	61	47	47	45	45	54	55
Developing skill in expressing myself orally or in writing	I	3.6	3.6	22	56	45	45	44	44	54	55
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	3.9	6	50	47	48	46	47	53	55
Developing ethical reasoning and/or ethical decision making	M	3.4	3.5	22	50	43	44	45	46	53	54
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.8	3.9	11	61	47	48	47	47	54	56
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.2	3.2	33	39	36	36	41	41	45	47
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3	3.1	28	33	36	37	43	45	48	50

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.2	48	49	49
Difficulty of subject matter	2.9	42	42	42

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.4	35	38	40
I really wanted to take this course regardless of who taught it.	3.3	41	45	40
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.	3.8	52	53	51

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.1	6% (1 or 2) 72% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.1	11% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.8	17% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4	6% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.4	28% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

<b>Reflective and Integrative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.4	6% (1 or 2) 83% (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	4.4	6% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	3.4	28% (1 or 2) 56% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.7	11% (1 or 2) 56% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4	11% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.4	22% (1 or 2) 44% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

<b>Collaborative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
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<b>Active Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.9	17% (1 or 2) 78% (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	4.2	17% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	5.56% (1)	5.56% (1)	16.67% (3)	16.67% (3)	55.56% (10)	18	0	1.2	4.11
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	5.56% (1)	0% (0)	11.11% (2)	16.67% (3)	66.67% (12)	18	0	1.06	4.39
<b>Encouraged students to reflect on and evaluate what they have learned</b>	5.56% (1)	0% (0)	11.11% (2)	11.11% (2)	72.22% (13)	18	0	1.07	4.44
<b>Demonstrated the importance and significance of the subject matter</b>	5.56% (1)	0% (0)	22.22% (4)	22.22% (4)	50% (9)	18	0	1.1	4.11
<b>Formed teams or groups to facilitate learning</b>	5.56% (1)	0% (0)	0% (0)	11.11% (2)	83.33% (15)	18	0	0.94	4.67
<b>Made it clear how each topic fit into the course</b>	11.11% (2)	0% (0)	11.11% (2)	22.22% (4)	55.56% (10)	18	0	1.29	4.11
<b>Provided meaningful feedback on students' academic performance</b>	11.11% (2)	16.67% (3)	16.67% (3)	27.78% (5)	27.78% (5)	18	0	1.34	3.44
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	5.56% (1)	5.56% (1)	33.33% (6)	22.22% (4)	33.33% (6)	18	0	1.15	3.72
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	11.11% (2)	5.56% (1)	5.56% (1)	33.33% (6)	44.44% (8)	18	0	1.31	3.94
<b>Explained course material clearly and concisely</b>	5.56% (1)	11.11% (2)	16.67% (3)	33.33% (6)	33.33% (6)	18	0	1.18	3.78

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	5.56% (1)	5.56% (1)	11.11% (2)	38.89% (7)	38.89% (7)	18	0	1.11	4
<b>Created opportunities for students to apply course content outside the classroom</b>	5.56% (1)	16.67% (3)	33.33% (6)	16.67% (3)	27.78% (5)	18	0	1.21	3.44
<b>Introduced stimulating ideas about the subject</b>	5.56% (1)	0% (0)	27.78% (5)	22.22% (4)	44.44% (8)	18	0	1.11	4
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	5.56% (1)	0% (0)	33.33% (6)	11.11% (2)	50% (9)	18	0	1.15	4
<b>Inspired students to set and achieve goals which really challenged them</b>	16.67% (3)	11.11% (2)	22.22% (4)	16.67% (3)	33.33% (6)	18	0	1.46	3.39
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	5.56% (1)	11.11% (2)	11.11% (2)	27.78% (5)	44.44% (8)	18	0	1.22	3.94
<b>Asked students to help each other understand ideas or concepts</b>	11.11% (2)	0% (0)	5.56% (1)	38.89% (7)	44.44% (8)	18	0	1.22	4.06
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	5.56% (1)	11.11% (2)	0% (0)	22.22% (4)	61.11% (11)	18	0	1.23	4.22
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	5.56% (1)	5.56% (1)	22.22% (4)	27.78% (5)	38.89% (7)	18	0	1.15	3.89
<i>Describe your progress on:</i>									
	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	5.56% (1)	5.56% (1)	33.33% (6)	22.22% (4)	33.33% (6)	18	0	1.15	3.72
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	5.56% (1)	5.56% (1)	22.22% (4)	38.89% (7)	27.78% (5)	18	0	1.08	3.78
<b>Learning to apply course material (to improve thinking, problem solving, and decisions)</b>	11.11% (2)	11.11% (2)	16.67% (3)	33.33% (6)	27.78% (5)	18	0	1.3	3.56
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	5.56% (1)	22.22% (4)	22.22% (4)	16.67% (3)	33.33% (6)	18	0	1.3	3.5
<b>Acquiring skills in working with others as a member of a team</b>	5.56% (1)	11.11% (2)	16.67% (3)	33.33% (6)	33.33% (6)	18	0	1.18	3.78
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	16.67% (3)	22.22% (4)	22.22% (4)	11.11% (2)	27.78% (5)	18	0	1.45	3.11
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	5.56% (1)	22.22% (4)	11.11% (2)	27.78% (5)	33.33% (6)	18	0	1.3	3.61
<b>Developing skill in expressing myself orally or in writing</b>	5.56% (1)	16.67% (3)	22.22% (4)	27.78% (5)	27.78% (5)	18	0	1.21	3.56
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	5.56% (1)	0% (0)	44.44% (8)	11.11% (2)	38.89% (7)	18	0	1.13	3.78
<b>Developing ethical reasoning and/or ethical decision making</b>	16.67% (3)	5.56% (1)	27.78% (5)	16.67% (3)	33.33% (6)	18	0	1.42	3.44
<b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	5.56% (1)	5.56% (1)	27.78% (5)	22.22% (4)	38.89% (7)	18	0	1.17	3.83
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	16.67% (3)	16.67% (3)	27.78% (5)	11.11% (2)	27.78% (5)	18	0	1.42	3.17
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	27.78% (5)	0% (0)	38.89% (7)	11.11% (2)	22.22% (4)	18	0	1.45	3
<i>The Course:</i>									
<i>On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	16.67% (3)	50% (9)	27.78% (5)	5.56% (1)	18	0	0.79	3.22
<b>Difficulty of subject matter</b>	16.67% (3)	11.11% (2)	44.44% (8)	16.67% (3)	11.11% (2)	18	0	1.18	2.94

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	11.11% (2)	50% (9)	27.78% (5)	11.11% (2)	18	0	0.83	3.39
<b>I really wanted to take this course regardless of who taught it.</b>	5.56% (1)	22.22% (4)	27.78% (5)	27.78% (5)	16.67% (3)	18	0	1.15	3.28
<b>When this course began I believed I could master its content.</b>	0% (0)	5.56% (1)	38.89% (7)	22.22% (4)	33.33% (6)	18	0	0.96	3.83
<b>My background prepared me well for this course's requirements.</b>	5.56% (1)	5.56% (1)	33.33% (6)	11.11% (2)	44.44% (8)	18	0	1.21	3.83
<b>Overall, I rate this instructor an excellent teacher.</b>	5.56% (1)	5.56% (1)	11.11% (2)	22.22% (4)	55.56% (10)	18	0	1.17	4.17
<b>Overall, I rate this course as excellent.</b>	11.11% (2)	5.56% (1)	27.78% (5)	11.11% (2)	44.44% (8)	18	0	1.37	3.72

## Qualitative

### Comments -

- The class is focused on some uninteresting topics in my opinion. I have always loved history classes but this one is the exception. The open white male bashing got old very quick.
- As someone who typically enjoys history and frequently filled the empty slots in my schedule with history courses this class left me very disappointed. The course consisted of obscure events and themes. The biased against white males throughout the lessons at times made me feel uncomfortable and unwelcome in the class.
- I didn't really enjoy this course, however I only took this course because of a REACH requirement. A lot of other students didn't seem interested either, but I would take the course again if I could better prepare myself.
- There were high expectations as a 171 course. I had trouble with our final and presentation. It seemed that there were almost hidden expectations to let our classmates fail in presenting rather than keep them afloat while speaking. However that being said the material was interesting and I enjoyed the course.
- Dr. Earls is the most amazing professor that Mercyhurst can have. She is eager to learn with the students and to teach students, where she wants students to learn and engage in the material, so if someone has a question on content she is not sure on she researches it and will provide an answer. She encourages small and large group discussion, which was helpful for students to apply the course material and gain an understanding. Although some small group discussions seemed to drag or out of a group of 5 only 2 people talked, so maybe try to rearrange groups even more. While using the groups for the group project was fun, it gets boring to talk to the same 5 people each time and switching groups might allow for people to get a more diverse understanding of the material. The timelines were a fun assignment that did help to contextualize and understand the material. The research paper and group presentation were good projects to help people to research topics that they might not have previously known about and it allowed the students to understand what goes into planning a lesson and that is something students going into the teaching field can put on their resume (well if they passed the assignment/class). Anyways Dr. Earls is an amazing professor and really engages her students to think outside the box, and allows for students to express their judgments/perceptions as long as they were not dehumanizing.
- Extremely political and biased, consistently talks about her personal politics in class and forms a syndicate of like minded individuals. Project grading is subjective and up to her own personal opinion and not actually meeting the criteria. If you want to do well in the class do all of your homework and do extremely well on the exams, because if you don't agree with her opinions, the subjective gradings on your presentation and paper will make you suffer. Overall a fantastic lecturer and a good professor, good luck.
- She was always very helpful and knowledgeable. I enjoyed this class very much.
- Averil Earls is an exceptional teacher! She makes people excited about history whether they are history majors or not. The amount of coursework (Ex. Reading an entire book and answering questions on it in 2 days) is a little difficult especially when a student is taking 18 credits.