

HIS 275 (02FTE): DECOLONIZ:END EUR EMP 20C

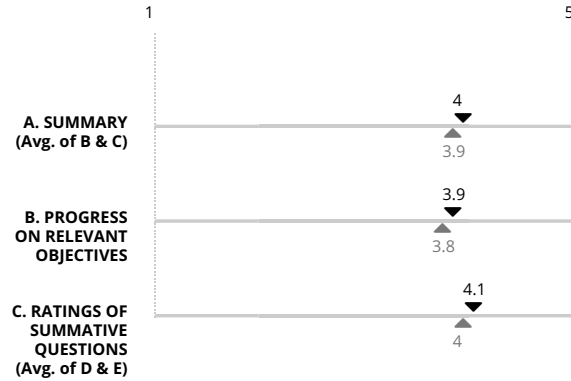
Spring 2019 | Averill Earls | Course CIP Code: 54.0103

30 Students Enrolled
16 Students Responded
53.33% 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	4.1	4.2
E. Excellent Course	3.8	4

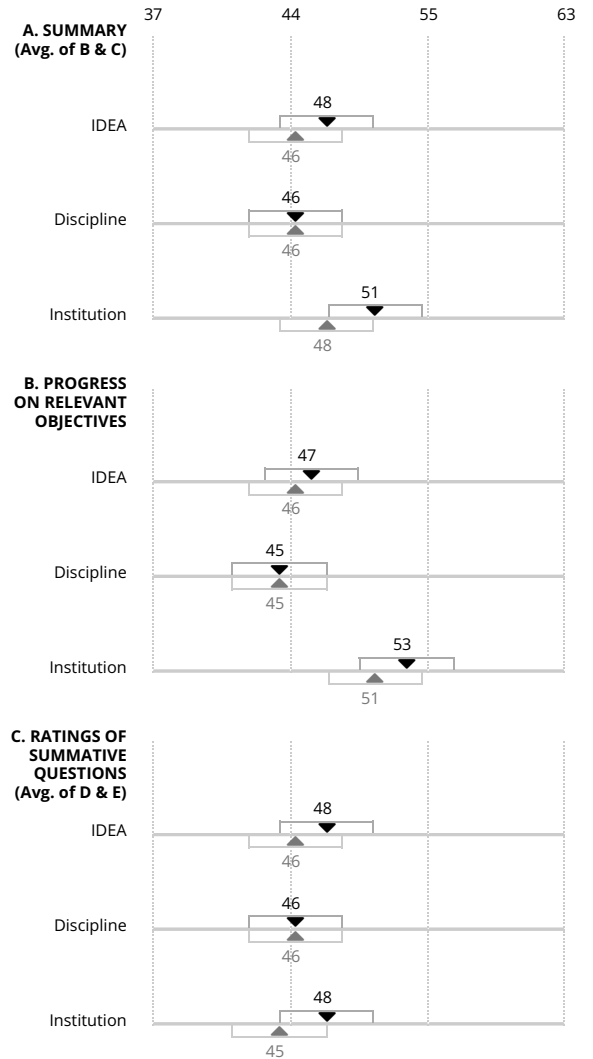
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	47	48
Discipline	47	47
Institution	46	48
E. Excellent Course		
IDEA	45	47
Discipline	44	45
Institution	43	48

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



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	3.9	4	13	75	45	46	44	46	46	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.9	3.9	13	75	50	50	46	46	57	57
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.8	3.9	19	69	45	46	48	49	47	50
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.6	3.7	19	56	41	43	45	46	43	47
Acquiring skills in working with others as a member of a team	M	3.8	3.9	13	69	49	50	55	55	55	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.7	3.8	19	63	50	52	51	52	57	60
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.9	4	19	75	52	53	50	50	58	60
Developing skill in expressing myself orally or in writing	I	3.6	3.6	19	56	45	45	44	44	54	55
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	3.7	19	63	45	46	44	45	52	53
Developing ethical reasoning and/or ethical decision making	M	3.7	3.7	25	69	47	47	49	49	56	57
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.8	3.8	19	75	47	47	46	46	54	55
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.7	3.8	25	69	45	47	49	50	52	54
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.4	3.4	31	50	43	43	48	49	52	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.6	56	57	57
Difficulty of subject matter	3.3	49	50	49

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.6	43	45	48
I really wanted to take this course regardless of who taught it.	3.1	37	41	36
When this course began I believed I could master its content.	3.9	49	50	50
My background prepared me well for this course's requirements.	3.8	52	53	50

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	3.9	13% (1 or 2) 75% (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	19% (1 or 2) 63% (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	4.1	19% (1 or 2) 75% (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	3.8	19% (1 or 2) 69% (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)	4.4	0% (1 or 2) 81% (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	4.3	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.
Provided meaningful feedback on students' academic performance	3.9	13% (1 or 2) 69% (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	3.8	19% (1 or 2) 63% (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	3.7	19% (1 or 2) 50% (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
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4	13% (1 or 2) 69% (4 or 5)	You employed the method with frequency typical of 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 holdings, outside experts) to improve understanding	4.4	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.
Gave projects, tests, or assignments that required original or creative thinking	4.1	13% (1 or 2) 75% (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>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	6.25% (1)	6.25% (1)	12.5% (2)	37.5% (6)	37.5% (6)	16	0	1.14	3.94
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	18.75% (3)	18.75% (3)	62.5% (10)	16	0	0.79	4.44
Encouraged students to reflect on and evaluate what they have learned	6.25% (1)	0% (0)	6.25% (1)	31.25% (5)	56.25% (9)	16	0	1.04	4.31
Demonstrated the importance and significance of the subject matter	6.25% (1)	0% (0)	18.75% (3)	25% (4)	50% (8)	16	0	1.11	4.13
Formed teams or groups to facilitate learning	6.25% (1)	0% (0)	6.25% (1)	31.25% (5)	56.25% (9)	16	0	1.04	4.31
Made it clear how each topic fit into the course	6.25% (1)	6.25% (1)	12.5% (2)	43.75% (7)	31.25% (5)	16	0	1.11	3.88
Provided meaningful feedback on students' academic performance	6.25% (1)	6.25% (1)	18.75% (3)	31.25% (5)	37.5% (6)	16	0	1.17	3.88
Stimulated students to intellectual effort beyond that required by most courses	12.5% (2)	6.25% (1)	18.75% (3)	12.5% (2)	50% (8)	16	0	1.42	3.81
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	12.5% (2)	31.25% (5)	56.25% (9)	16	0	0.7	4.44
Explained course material clearly and concisely	6.25% (1)	12.5% (2)	18.75% (3)	25% (4)	37.5% (6)	16	0	1.25	3.75

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	18.75% (3)	31.25% (5)	50% (8)	16	0	0.77	4.31
Created opportunities for students to apply course content outside the classroom	6.25% (1)	12.5% (2)	31.25% (5)	6.25% (1)	43.75% (7)	16	0	1.31	3.69
Introduced stimulating ideas about the subject	6.25% (1)	12.5% (2)	6.25% (1)	18.75% (3)	56.25% (9)	16	0	1.3	4.06
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	25% (4)	12.5% (2)	62.5% (10)	16	0	0.86	4.38
Inspired students to set and achieve goals which really challenged them	12.5% (2)	6.25% (1)	12.5% (2)	31.25% (5)	37.5% (6)	16	0	1.35	3.75
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	6.25% (1)	6.25% (1)	18.75% (3)	18.75% (3)	50% (8)	16	0	1.22	4
Asked students to help each other understand ideas or concepts	6.25% (1)	6.25% (1)	12.5% (2)	25% (4)	50% (8)	16	0	1.2	4.06
Gave projects, tests, or assignments that required original or creative thinking	6.25% (1)	6.25% (1)	12.5% (2)	18.75% (3)	56.25% (9)	16	0	1.22	4.13
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	6.25% (1)	6.25% (1)	12.5% (2)	25% (4)	50% (8)	16	0	1.2	4.06
<i>Describe your progress on:</i>	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)	6.25% (1)	6.25% (1)	12.5% (2)	43.75% (7)	31.25% (5)	16	0	1.11	3.88
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	6.25% (1)	6.25% (1)	12.5% (2)	37.5% (6)	37.5% (6)	16	0	1.14	3.94
Learning to apply course material (to improve thinking, problem solving, and decisions)	12.5% (2)	6.25% (1)	12.5% (2)	25% (4)	43.75% (7)	16	0	1.38	3.81
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	12.5% (2)	6.25% (1)	25% (4)	18.75% (3)	37.5% (6)	16	0	1.36	3.63
Acquiring skills in working with others as a member of a team	12.5% (2)	0% (0)	18.75% (3)	31.25% (5)	37.5% (6)	16	0	1.29	3.81
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	12.5% (2)	6.25% (1)	18.75% (3)	25% (4)	37.5% (6)	16	0	1.36	3.69
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	12.5% (2)	6.25% (1)	6.25% (1)	25% (4)	50% (8)	16	0	1.39	3.94
Developing skill in expressing myself orally or in writing	12.5% (2)	6.25% (1)	25% (4)	25% (4)	31.25% (5)	16	0	1.32	3.56
Learning how to find, evaluate, and use resources to explore a topic in depth	12.5% (2)	6.25% (1)	18.75% (3)	25% (4)	37.5% (6)	16	0	1.36	3.69
Developing ethical reasoning and/or ethical decision making	12.5% (2)	12.5% (2)	6.25% (1)	31.25% (5)	37.5% (6)	16	0	1.4	3.69
Learning to analyze and critically evaluate ideas, arguments, and points of view	12.5% (2)	6.25% (1)	6.25% (1)	37.5% (6)	37.5% (6)	16	0	1.33	3.81
Learning to apply knowledge and skills to benefit others or serve the public good	12.5% (2)	12.5% (2)	6.25% (1)	31.25% (5)	37.5% (6)	16	0	1.4	3.69
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	12.5% (2)	18.75% (3)	18.75% (3)	18.75% (3)	31.25% (5)	16	0	1.41	3.38
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	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)	50% (8)	37.5% (6)	12.5% (2)	16	0	0.7	3.63
Difficulty of subject matter	0% (0)	6.25% (1)	56.25% (9)	37.5% (6)	0% (0)	16	0	0.58	3.31

<i>For the following items, choose the option that best corresponds to your judgment.</i>	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)	62.5% (10)	12.5% (2)	25% (4)	16	0	0.86	3.63
I really wanted to take this course regardless of who taught it.	18.75% (3)	25% (4)	12.5% (2)	18.75% (3)	25% (4)	16	0	1.48	3.06
When this course began I believed I could master its content.	6.25% (1)	6.25% (1)	25% (4)	18.75% (3)	43.75% (7)	16	0	1.22	3.88
My background prepared me well for this course's requirements.	6.25% (1)	12.5% (2)	12.5% (2)	31.25% (5)	37.5% (6)	16	0	1.24	3.81
Overall, I rate this instructor an excellent teacher.	12.5% (2)	0% (0)	6.25% (1)	25% (4)	56.25% (9)	16	0	1.32	4.13
Overall, I rate this course as excellent.	12.5% (2)	0% (0)	12.5% (2)	43.75% (7)	31.25% (5)	16	0	1.24	3.81

Qualitative

Comments -

- great professor
- hard to follow content because it was a lot of new information with no background behind to support it
- Overall a good class, focuses more on personal experiences and viewpoints than academic information and analysis. This helps since the subject material is emotionally charged enough to warrant more of an internal analysis than an informational analysis. (which isn't to say that info about the history of decolonization wasn't gone into, as it was to a pretty in-depth degree.) I appreciate the focus on expressing viewpoints and opinions rather than recording and regurgitating information, as it helps foster the independent thinking that the course encourages.
- I never knew what to expect when coming to class which made it an interesting class to attend.
- I was pleasantly surprised with Dr. Earls. When I first signed up for this course it was to just fulfill a REACH requirement. I was not too excited about this course until I met Dr. Earls. The comedy and enthusiasm she brings to Mercyhurst is exceptional. She is truly a great professor who cares about her students. I am so glad I chose to pick this class because she has taught me so much throughout this course.
- Definitely the right professor to be teaching a class like this, very passionate about the topic. I will say that while she is certainly very open to having students come to her office hours and she definitely seems like she values questions and helping more than some professors, it was slightly frustrating that every time I wanted to go to her office hours there were always students in there literally the entire time just to hang out, which I think makes it difficult for other students to go and ask for help or questions with other people sitting there for the entirety of office hours. Also, I think the grading on the unpaper, basing it off other projects like ours is slightly ridiculous, it does not seem right to grade my work based on what someone else did for their project.
- Great class and I really feel like I learned a lot since this subject matter is very rarely covered in traditional history courses!
- Best teacher ever!!